A MESSAGE FROM THE PRESIDENT

Our primary goal is to provide students with marketable skills leading to employment. Certainly, that means the technical skills and knowledge required in the career field chosen by the student. Our hands-on coursework and combination of academic and real-world instruction provide those skills.

Marketable skills encompass more. Employers also expect technical competence while demanding good communication skills, teamwork, positive attitudes, high performance standards, and a willingness to accept responsibility in the workplace. In order to provide these equally necessary marketable skills, we integrate communication opportunities in all of our courses and encourage team involvement whenever appropriate. We also demonstrate and emphasize these performance standards to our students by requiring completion of a workplace-related project for appraisal.

At Herzing University students not only learn the technical and business skills required in professional occupations, they are also expected to develop essential work habits. Consequently, we stress the importance of attendance as an integral element of a complete education and as an important work habit to develop. Important work habits include responsibility and reliability, and attendance in class is a major factor in both these areas. Further, class attendance benefits the student through increased opportunity for learning, added success of team experiences, and demonstrated respect for the instructor and fellow students.

At Herzing University, we believe in student service. We are focused on providing all that we can to help students graduate, attain their career objectives, and fulfill their goals. We stand ready and able to demonstrate our commitment to your success.

Yours truly,

Renée Herzing
President
TABLE OF CONTENTS

STUDENT DISCLOSURES .................................................................................................................................................................................. 1

CAMPUS CONTACT INFORMATION ............................................................................................................................................................ 1

HERZING UNIVERSITY ACADEMIC CALENDAR ......................................................................................................................................................... 2

UNIVERSITY INFORMATION .......................................................................................................................................................................................... 6

Vision ............................................................................................................................................................................................................................ 6

Mission ....................................................................................................................................................................................................................... 6

Guiding Principles ................................................................................................................................................................................................... 6

Core Values: P.R.I.C.E. of Success ........................................................................................................................................................................ 6

Herzing History ..................................................................................................................................................................................................... 7

Governance ........................................................................................................................................................................................................... 8

System Administrators ....................................................................................................................................................................................... 8

Campus Administrators ................................................................................................................................................................................... 9

State Approvals .................................................................................................................................................................................................. 43

Other States (Distance/Online Education) ................................................................................................................................................. 44

State Contact Information .............................................................................................................................................................................. 45

Accreditation .................................................................................................................................................................................................. 53

Institutional Accreditation ................................................................................................................................................................................ 53

Specialized Program Accreditations, Certifications, and Licensures by Campus ................................................................................................................................. 54

Akron Campus of Herzing University .............................................................................................................................................................. 54

Atlanta Campus of Herzing University ............................................................................................................................................................ 55

Birmingham Campus of Herzing University .................................................................................................................................................... 56

Brookfield Campus of Herzing University .................................................................................................................................................... 57

Herzing Online .................................................................................................................................................................................................... 58

Kenosha Campus of Herzing University ......................................................................................................................................................... 59

Madison Campus of Herzing University .......................................................................................................................................................... 60

Minneapolis Campus of Herzing University .................................................................................................................................................... 61

New Orleans Campus of Herzing University ................................................................................................................................................... 62

Omaha School of Massage and Healthcare of Herzing University ......................................................................................................................... 63

Oro Orlando Campus of Herzing University ...................................................................................................................................................... 64

Toledo Campus of Herzing University .............................................................................................................................................................. 65

Accuracy of Information Statement .................................................................................................................................................................... 66

Program Offerings and Disclosure .................................................................................................................................................................... 66

Approvals ............................................................................................................................................................................................................ 67

Memberships .................................................................................................................................................................................................... 67

Advisory Boards .................................................................................................................................................................................................. 67

Research Support – Institutional Research Board (IRB) ................................................................................................................................................. 67

Protection of Human Research Subjects and Their Information ........................................................................................................................................ 67

Facilities ................................................................................................................................................................................................................. 68

Accommodations for the Disabled ........................................................................................................................................................................ 70

Library/Resource Center Resources and Services ......................................................................................................................................................... 70

Changes to This Catalog ................................................................................................................................................................................... 71

ADMISSIONS INFORMATION ................................................................................................................................................................................... 72

Undergraduate Admission Criteria ....................................................................................................................................................................... 72

Provisional Admission .................................................................................................................................................................................................. 72

Placement Criteria ....................................................................................................................................................................................................... 72

Program Admission .................................................................................................................................................................................................. 73

Unconditional Admission To Undergraduate Pre-Licensure Nursing Programs ................................................................................................................................. 73

Conditional Admission To Pre-Licensure Nursing Programs ......................................................................................................................................................... 73

Additional Admission Requirements for Nursing, Dental, and Other Healthcare Programs ................................................................................. 74

Admission Procedures .................................................................................................................................................................................................. 77

Admission Applications .................................................................................................................................................................................................. 77
International Undergraduate Student Admission ................................................................................. 77
Special Students (Admission of Individuals Not Seeking Degrees/Diplomas) ................................. 78
High School Transitions Program ........................................................................................................... 78
Re-admission/Re-entry .......................................................................................................................... 78
Continuing Students Scheduling ............................................................................................................ 79
New Student Orientation ......................................................................................................................... 79
Nondiscrimination Policy of Herzing University .................................................................................... 79
Transfer of Credits to Other Colleges and Universities ......................................................................... 79
Admissions Disclosure ............................................................................................................................. 80

**ACADEMIC INFORMATION** ........................................................................................................ 80

Graduation Requirements—General ...................................................................................................... 80
Award of Credit for Prior Learning ......................................................................................................... 80
Academic Load for Credit-Hour Programs of Study .............................................................................. 82
Semester Credit-Hour Scheduling .......................................................................................................... 82
Edflex Education Options ....................................................................................................................... 82
Software and Minimum Technology Requirements ................................................................................ 82
Social Media Policy ................................................................................................................................. 84
Online Education ....................................................................................................................................... 86
Grading Policies ........................................................................................................................................ 89
Additional Coursework ............................................................................................................................ 91
Graduation Ceremony ............................................................................................................................. 91
Academic Awards ..................................................................................................................................... 92
Service Quality Assurance ...................................................................................................................... 92
Three-Year Bachelor of Science Degree Completion Policy ................................................................. 93
Undergraduate Students Taking MBA Program Courses (Dual Credit) ............................................. 93
Undergraduate Students Taking MSN Program Courses (Dual Credit) ............................................. 93
Bachelor’s and MBA Degrees in Four Years With Dual Credit ............................................................ 93
Multiple Degrees at the Same Level ...................................................................................................... 94
Curriculum Changes ............................................................................................................................... 94
Institutional Assessment of Student Academic Performance .............................................................. 94
Developmental Studies .......................................................................................................................... 94
Withdrawal .............................................................................................................................................. 95
Add/Drop Period ..................................................................................................................................... 96
Academic Warning and Probation .......................................................................................................... 96
Attendance Policy and Procedures ......................................................................................................... 96
International Student Attendance Policies and Procedures .............................................................. 98
Program Changes ................................................................................................................................. 100
Auditing Courses ..................................................................................................................................... 100
Undergraduate Standards of Satisfactory Academic Progress ......................................................... 100
Student Conduct ..................................................................................................................................... 102
Academic Misconduct ............................................................................................................................ 102
Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws ........................ 103
Cell Phone Use ......................................................................................................................................... 103
Academic Freedom ............................................................................................................................... 103
Acceptable Use of Computing Resources and Peer-to-Peer File Sharing ........................................ 103
Undergraduate Course Numbering System ......................................................................................... 104
Majors, Minors, and Concentrations ..................................................................................................... 105
Electives .................................................................................................................................................. 105
Policy on Withholding Official Transcripts, Degrees, and Diplomas ................................................ 105
Army ROTC Programs ............................................................................................................................ 105
Family Education Rights and Privacy Act (FERPA) .......................................................................... 105

**FINANCIAL INFORMATION** ......................................................................................................... 107

Cost of Attending .................................................................................................................................... 107
Clock-Hour Program Information .......................................................................................................... 107
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Eligible Title IV Programs</td>
<td>108</td>
</tr>
<tr>
<td>Return of Title IV Funds Policy</td>
<td>108</td>
</tr>
<tr>
<td>Herzing University Refund Policy</td>
<td>109</td>
</tr>
<tr>
<td>Refund Procedures</td>
<td>111</td>
</tr>
<tr>
<td><strong>STUDENT SERVICES INFORMATION</strong></td>
<td>112</td>
</tr>
<tr>
<td>Appeal, Grievance, and Arbitration Procedures</td>
<td>112</td>
</tr>
<tr>
<td>Housing Assistance</td>
<td>114</td>
</tr>
<tr>
<td>Community Affairs</td>
<td>114</td>
</tr>
<tr>
<td>Student Advising</td>
<td>114</td>
</tr>
<tr>
<td>Career Development Services</td>
<td>114</td>
</tr>
<tr>
<td>Crime Awareness</td>
<td>114</td>
</tr>
<tr>
<td>Anti-Hazing Policy</td>
<td>115</td>
</tr>
<tr>
<td>Drug and Alcohol Policy</td>
<td>115</td>
</tr>
</tbody>
</table>
STUDENT DISCLOSURES
To review all mandated consumer/student disclosures, please visit the Herzing University Website at www.herzing.edu/consumer-disclosures.

CAMPUS CONTACT INFORMATION

Akron Campus of Herzing University
1600 South Arlington
Akron, OH 44306
tel: (330) 724-1600
fax: (330) 724-9688
e-mail: akr-info@herzing.edu

Atlanta Campus of Herzing University
3393 Peachtree Road NE, Suite 1003
Atlanta, GA 30326
tel: (404) 816-4533
fax: (404) 816-5576
e-mail: atl-info@herzing.edu

Birmingham Campus of Herzing University
280 West Valley Avenue
Birmingham, AL 35209
tel: (205) 916-2800
fax: (205) 916-2807
e-mail: bhm-info@herzing.edu

Brookfield Campus of Herzing University
555 South Executive Drive
Brookfield, WI 53005
tel: (262) 649-1710
fax: (262) 797-9090
e-mail: brk-info@herzing.edu

Herzing Online—Administrative Office
W140 N8917 Lilly Road
Menomonee Falls, WI 53051
tel: (866) 508-0748
fax: (414) 727-7090
e-mail: onl-info@herzing.edu

Kenosha Campus of Herzing University
4006 Washington Road
Kenosha, WI 53144
tel: (262) 671-0675
fax: (262) 653-1434
e-mail: ken-info@herzing.edu

Madison Campus of Herzing University
5218 East Terrace Drive
Madison, WI 53718
tel: (608) 249-6611
fax: (608) 249-8593
e-mail: msn-info@herzing.edu

Minneapolis Campus of Herzing University
5700 West Broadway
Minneapolis, MN 55428
tel: (763) 535-3000
fax: (763) 535-9205
e-mail: mpl-info@herzing.edu

New Orleans Campus of Herzing University
2500 Williams Boulevard
Kenner, LA 70062
tel: (504) 733-0074
fax: (504) 733-0020
e-mail: nor-info@herzing.edu

Omaha School of Massage and Healthcare of Herzing University
9748 Park Drive
Omaha, NE 68127
tel: (402) 331-3694
fax: (402) 331-0280
e-mail: oma-info@herzing.edu

Orlando Campus of Herzing University
1865 SR 436
Winter Park, FL 32792
tel: (407) 478-0500
fax: (407) 478-0501
e-mail: orl-info@herzing.edu

Toledo Campus of Herzing University
5212 Hill Avenue
Toledo, OH 43615
tel: (419) 776-0300
fax: (419) 776-0315
e-mail: tol-info@herzing.edu

Herzing University Home Office
W140 N8917 Lilly Road
Menomonee Falls, WI 53051
tel: (414) 271-8103
fax: (414) 271-1607

For more information, please visit the Herzing University Website at www.herzing.edu/ or call 1-800-596-0724.
HERZING UNIVERSITY ACADEMIC CALENDAR

Classes at Herzing University run year-round with breaks as listed below. The calendar at some Herzing University campuses may vary slightly, so please check with your local campus. You will be notified if there are any changes to this schedule prior to the start of the applicable period.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st 8-Week Period</td>
<td>1-11-16</td>
<td>3-2-16</td>
</tr>
<tr>
<td>1st 4-Week Period</td>
<td>1-11-16</td>
<td>2-6-16</td>
</tr>
<tr>
<td>2nd 4-Week Period</td>
<td>2-8-16</td>
<td>3-2-16</td>
</tr>
<tr>
<td>2nd 8-Week Period</td>
<td>Entire 8-Week Period</td>
<td>3-7-16</td>
</tr>
<tr>
<td>3rd 4-Week Period</td>
<td>3-7-16</td>
<td>4-2-16</td>
</tr>
<tr>
<td>4th 4-Week Period</td>
<td>4-4-16</td>
<td>4-27-16</td>
</tr>
<tr>
<td>Break—Semester</td>
<td>4-28-16</td>
<td>5-1-16</td>
</tr>
<tr>
<td>Summer Semester 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st 8-Week Period</td>
<td>5-2-16</td>
<td>6-22-16</td>
</tr>
<tr>
<td>1st 4-Week Period</td>
<td>5-2-16</td>
<td>5-28-16</td>
</tr>
<tr>
<td>2nd 4-Week Period</td>
<td>5-31-16</td>
<td>6-22-16</td>
</tr>
<tr>
<td>2nd 8-Week Period</td>
<td>Entire 8-Week Period</td>
<td>7-11-16</td>
</tr>
<tr>
<td>3rd 4-Week Period</td>
<td>7-11-16</td>
<td>8-6-16</td>
</tr>
<tr>
<td>4th 4-Week Period</td>
<td>8-8-16</td>
<td>8-31-16</td>
</tr>
<tr>
<td>Break—Semester</td>
<td>9-1-16</td>
<td>9-5-16</td>
</tr>
<tr>
<td>Fall Semester 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st 8-Week Period</td>
<td>9-6-16</td>
<td>10-26-16</td>
</tr>
<tr>
<td>1st 4-Week Period</td>
<td>9-6-16</td>
<td>10-1-16</td>
</tr>
<tr>
<td>2nd 4-Week Period</td>
<td>10-3-16</td>
<td>10-26-16</td>
</tr>
<tr>
<td>2nd 8-Week Period</td>
<td>Entire 8-Week Period</td>
<td>10-31-16</td>
</tr>
<tr>
<td>3rd 4-Week Period</td>
<td>10-31-16</td>
<td>11-26-16</td>
</tr>
<tr>
<td>4th 4-Week Period</td>
<td>11-28-16</td>
<td>12-21-16</td>
</tr>
<tr>
<td>Break—Semester</td>
<td>12-22-16</td>
<td>1-8-17</td>
</tr>
<tr>
<td>Spring Semester 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st 8-Week Period</td>
<td>1-9-17</td>
<td>3-1-17</td>
</tr>
<tr>
<td>1st 4-Week Period</td>
<td>1-9-17</td>
<td>2-4-17</td>
</tr>
<tr>
<td>2nd 4-Week Period</td>
<td>2-6-17</td>
<td>3-1-17</td>
</tr>
<tr>
<td>2nd 8-Week Period</td>
<td>Entire 8-Week Period</td>
<td>3-6-17</td>
</tr>
<tr>
<td>3rd 4-Week Period</td>
<td>3-6-17</td>
<td>4-1-17</td>
</tr>
<tr>
<td>4th 4-Week Period</td>
<td>4-3-17</td>
<td>4-26-17</td>
</tr>
<tr>
<td>Break—Semester</td>
<td>4-27-17</td>
<td>4-30-17</td>
</tr>
</tbody>
</table>

HERZING UNIVERSITY UNDERGRADUATE STUDENT HANDBOOK
JANUARY 2016
### Summer Semester 2017

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 8-Week Period</td>
<td>5-1-17</td>
<td>6-21-17</td>
</tr>
<tr>
<td>1st 4-Week Period</td>
<td>5-1-17</td>
<td>5-27-17</td>
</tr>
<tr>
<td>2nd 4-Week Period</td>
<td>5-30-17</td>
<td>6-21-17</td>
</tr>
<tr>
<td>2nd 8-Week Period</td>
<td>7-10-17</td>
<td>8-30-17</td>
</tr>
<tr>
<td>3rd 4-Week Period</td>
<td>7-10-17</td>
<td>8-5-17</td>
</tr>
<tr>
<td>4th 4-Week Period</td>
<td>8-7-17</td>
<td>8-30-17</td>
</tr>
<tr>
<td>Break—Semester</td>
<td>8-31-17</td>
<td>9-4-17</td>
</tr>
</tbody>
</table>

### Fall Semester 2017

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 8-Week Period</td>
<td>9-5-17</td>
<td>10-25-17</td>
</tr>
<tr>
<td>1st 4-Week Period</td>
<td>9-5-17</td>
<td>9-30-17</td>
</tr>
<tr>
<td>2nd 4-Week Period</td>
<td>10-2-17</td>
<td>10-25-17</td>
</tr>
<tr>
<td>2nd 8-Week Period</td>
<td>10-30-17</td>
<td>12-20-17</td>
</tr>
<tr>
<td>3rd 4-Week Period</td>
<td>10-30-17</td>
<td>11-25-17</td>
</tr>
<tr>
<td>4th 4-Week Period</td>
<td>11-27-17</td>
<td>12-20-17</td>
</tr>
<tr>
<td>Break—Semester</td>
<td>12-21-17</td>
<td>1-7-18</td>
</tr>
</tbody>
</table>

### Spring Semester 2018

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 8-Week Period</td>
<td>1-8-18</td>
<td>2-28-18</td>
</tr>
<tr>
<td>1st 4-Week Period</td>
<td>1-8-18</td>
<td>2-3-18</td>
</tr>
<tr>
<td>2nd 4-Week Period</td>
<td>2-5-18</td>
<td>2-28-18</td>
</tr>
<tr>
<td>2nd 8-Week Period</td>
<td>3-5-18</td>
<td>4-25-18</td>
</tr>
<tr>
<td>3rd 4-Week Period</td>
<td>3-5-18</td>
<td>3-31-18</td>
</tr>
<tr>
<td>4th 4-Week Period</td>
<td>4-2-18</td>
<td>4-25-18</td>
</tr>
<tr>
<td>Break—Semester</td>
<td>4-26-18</td>
<td>4-29-18</td>
</tr>
</tbody>
</table>

### Summer Semester 2018

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 8-Week Period</td>
<td>4-30-18</td>
<td>6-20-18</td>
</tr>
<tr>
<td>1st 4-Week Period</td>
<td>4-30-18</td>
<td>5-26-18</td>
</tr>
<tr>
<td>2nd 4-Week Period</td>
<td>5-29-18</td>
<td>6-20-18</td>
</tr>
<tr>
<td>2nd 8-Week Period</td>
<td>7-9-18</td>
<td>8-29-18</td>
</tr>
<tr>
<td>3rd 4-Week Period</td>
<td>7-9-18</td>
<td>8-4-18</td>
</tr>
<tr>
<td>4th 4-Week Period</td>
<td>8-6-18</td>
<td>8-29-18</td>
</tr>
<tr>
<td>Break—Semester</td>
<td>8-30-18</td>
<td>9-3-18</td>
</tr>
<tr>
<td>Semester</td>
<td>Start Date</td>
<td>End Date</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Fall Semester 2018</td>
<td>9-4-18</td>
<td>10-24-18</td>
</tr>
<tr>
<td>1st 8-Week Period</td>
<td>Entire 8-Week Period</td>
<td>9-4-18</td>
</tr>
<tr>
<td>1st 4-Week Period</td>
<td>9-4-18</td>
<td>9-29-18</td>
</tr>
<tr>
<td>2nd 4-Week Period</td>
<td>10-1-18</td>
<td>10-14-18</td>
</tr>
<tr>
<td>2nd 8-Week Period</td>
<td>10-29-18</td>
<td>12-19-18</td>
</tr>
<tr>
<td>3rd 4-Week Period</td>
<td>10-29-18</td>
<td>11-24-18</td>
</tr>
<tr>
<td>4th 4-Week Period</td>
<td>11-26-18</td>
<td>12-19-18</td>
</tr>
<tr>
<td>Break—Semester</td>
<td>12-20-18</td>
<td>1-6-19</td>
</tr>
<tr>
<td>Spring Semester 2019</td>
<td>1-7-19</td>
<td>2-27-19</td>
</tr>
<tr>
<td>1st 8-Week Period</td>
<td>Entire 8-Week Period</td>
<td>1-7-19</td>
</tr>
<tr>
<td>1st 4-Week Period</td>
<td>1-7-19</td>
<td>2-2-19</td>
</tr>
<tr>
<td>2nd 4-Week Period</td>
<td>2-4-19</td>
<td>2-27-19</td>
</tr>
<tr>
<td>2nd 8-Week Period</td>
<td>3-4-19</td>
<td>4-24-19</td>
</tr>
<tr>
<td>3rd 4-Week Period</td>
<td>3-4-19</td>
<td>3-30-19</td>
</tr>
<tr>
<td>4th 4-Week Period</td>
<td>4-1-19</td>
<td>4-24-19</td>
</tr>
<tr>
<td>Break—Semester</td>
<td>4-25-19</td>
<td>4-28-19</td>
</tr>
<tr>
<td>Summer Semester 2019</td>
<td>4-29-19</td>
<td>6-19-19</td>
</tr>
<tr>
<td>1st 8-Week Period</td>
<td>Entire 8-Week Period</td>
<td>4-29-19</td>
</tr>
<tr>
<td>1st 4-Week Period</td>
<td>4-29-19</td>
<td>5-25-19</td>
</tr>
<tr>
<td>2nd 4-Week Period</td>
<td>5-28-19</td>
<td>6-19-19</td>
</tr>
<tr>
<td>2nd 8-Week Period</td>
<td>7-8-19</td>
<td>8-28-19</td>
</tr>
<tr>
<td>3rd 4-Week Period</td>
<td>7-8-19</td>
<td>8-3-19</td>
</tr>
<tr>
<td>4th 4-Week Period</td>
<td>8-5-19</td>
<td>8-28-19</td>
</tr>
<tr>
<td>Break—Semester</td>
<td>8-29-19</td>
<td>9-2-19</td>
</tr>
<tr>
<td>Fall Semester 2019</td>
<td>9-3-19</td>
<td>10-23-19</td>
</tr>
<tr>
<td>1st 8-Week Period</td>
<td>Entire 8-Week Period</td>
<td>9-3-19</td>
</tr>
<tr>
<td>1st 4-Week Period</td>
<td>9-3-19</td>
<td>9-28-19</td>
</tr>
<tr>
<td>2nd 4-Week Period</td>
<td>9-30-19</td>
<td>10-23-19</td>
</tr>
<tr>
<td>2nd 8-Week Period</td>
<td>10-28-19</td>
<td>12-18-19</td>
</tr>
<tr>
<td>3rd 4-Week Period</td>
<td>10-28-19</td>
<td>11-23-19</td>
</tr>
<tr>
<td>4th 4-Week Period</td>
<td>11-25-19</td>
<td>12-18-19</td>
</tr>
<tr>
<td>Break—Semester</td>
<td>12-19-19</td>
<td>1-5-20</td>
</tr>
<tr>
<td>Semester</td>
<td>Period</td>
<td>Start Date</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Spring Semester 2020</strong></td>
<td>1st 8-Week Period</td>
<td>1-6-20</td>
</tr>
<tr>
<td></td>
<td>1st 4-Week Period</td>
<td>1-6-20</td>
</tr>
<tr>
<td></td>
<td>2nd 4-Week Period</td>
<td>2-3-20</td>
</tr>
<tr>
<td></td>
<td>2nd 8-Week Period</td>
<td>Entire 8-Week Period</td>
</tr>
<tr>
<td></td>
<td>3rd 4-Week Period</td>
<td>3-2-20</td>
</tr>
<tr>
<td></td>
<td>4th 4-Week Period</td>
<td>3-30-20</td>
</tr>
<tr>
<td></td>
<td>Break—Semester</td>
<td>4-23-20</td>
</tr>
<tr>
<td><strong>Summer Semester 2020</strong></td>
<td>1st 8-Week Period</td>
<td>4-27-20</td>
</tr>
<tr>
<td></td>
<td>1st 4-Week Period</td>
<td>4-27-20</td>
</tr>
<tr>
<td></td>
<td>2nd 4-Week Period</td>
<td>5-26-20</td>
</tr>
<tr>
<td></td>
<td>2nd 8-Week Period</td>
<td>Entire 8-Week Period</td>
</tr>
<tr>
<td></td>
<td>3rd 4-Week Period</td>
<td>7-6-20</td>
</tr>
<tr>
<td></td>
<td>4th 4-Week Period</td>
<td>8-3-20</td>
</tr>
<tr>
<td></td>
<td>Break—Semester</td>
<td>8-27-20</td>
</tr>
<tr>
<td><strong>Fall Semester 2020</strong></td>
<td>1st 8-Week Period</td>
<td>8-31-20</td>
</tr>
<tr>
<td></td>
<td>1st 4-Week Period</td>
<td>8-31-20</td>
</tr>
<tr>
<td></td>
<td>2nd 4-Week Period</td>
<td>9-28-20</td>
</tr>
<tr>
<td></td>
<td>2nd 8-Week Period</td>
<td>Entire 8-Week Period</td>
</tr>
<tr>
<td></td>
<td>3rd 4-Week Period</td>
<td>10-26-20</td>
</tr>
<tr>
<td></td>
<td>4th 4-Week Period</td>
<td>11-23-20</td>
</tr>
<tr>
<td></td>
<td>Break—Semester</td>
<td>12-17-20</td>
</tr>
</tbody>
</table>
UNIVERSITY INFORMATION

VISION
The vision of Herzing University is to be the lifelong learning partner for its students, employers, and communities in optimizing their economic and human potential.

MISSION
It is the mission of Herzing University to provide high-quality undergraduate and graduate degrees and diploma programs to prepare a diverse and geographically distributed student population to meet the needs of employers in technology, business, healthcare, design, and public safety. Career-oriented degree programs include a complementary and integrated general education curriculum established to stimulate students’ intellectual growth, to contribute to their personal development, and to enhance their potential for career advancement.

GUIDING PRINCIPLES
The following principles guide the University in fulfilling our mission.

1. Foster Our Core Values – Promote an educational and workplace culture that fosters professionalism, respect for others, personal responsibility and integrity, caring, and civic and community engagement among our students and employees.

2. Optimize Human Potential – Sustain a positive and effective educational environment which optimizes the personal and professional potential of our students and employees, and which respects individual contributions and perspectives.

3. Improve the Value Equation for Students – Continually improve the University’s high-quality educational programs to increase their value to students. Innovate to optimize students’ educational journeys and align learning outcomes with lifelong learning and workforce needs.

4. Engage Students – Provide instructional and student-support services that create an engaging, caring, student-centered environment to facilitate student achievement of the defined learning outcomes, their educational goals, and their personal development.

5. Create Access for Diverse Group of Students – Provide access to our programs and services to qualified students of diverse age, interests, abilities, and cultures. Respond to the dynamic needs of our diverse and geographically distributed students through face-to-face and distance education delivery modalities.

6. Embrace Innovation for Student Success – Provide a high-performance learning environment that utilizes new technologies, methodologies, and best practices to serve the dynamic lifelong learning needs of our students.

7. Demonstrate Effectiveness – Continually assess student learning outcomes as well as educational and institutional effectiveness to drive continuous improvement in the value we provide to our students, employers, and society at large.

8. Pursue Collaboration and Partnerships – Pursue cooperation and alliances with educational institutions, organizations and associations on a local, regional, national and international basis to fulfill our mission and public educational purpose.

9. Ensure Sustainability – Ensure effective and efficient use of our human, physical, technology, and financial resources. Utilize data and analysis to inform planning, budgeting, and decision-making processes to ensure continued improvement of our educational offerings, fulfillment of our mission, and sustained future development.

CORE VALUES: P.R.I.C.E. OF SUCCESS
Herzing University’s educational and organizational philosophy was founded on core values that constitute the Herzing culture. These values are essential not only for personal development, but are also the foundation for a successful, meaningful career. These core values; professionalism, respect, integrity, caring, and engagement are encompassed in a framework called “P.R.I.C.E. of Success.” In order to help each student develop and strengthen these qualities, they have been incorporated into the learning environment. Students are expected to exhibit these behaviors and attributes in all interactions, inside and outside of the classroom. Students who apply themselves and embody the P.R.I.C.E. of Success characteristics will more likely reach their full human potential.

These behaviors and attributes are also the foundation of our internal culture. Employees are expected to exhibit these qualities in their service to students and other daily functions. In doing so, we are building a culture that nurtures personal growth and potential. We lead by example for our students, enabling us to coach and mentor students in their own development of these behaviors and attributes.
HERZING HISTORY

Herzing University had its beginning in 1965 when it started as a computer training institute in Milwaukee, Wisconsin. In 1970 the name was changed to Herzing Institute, and the organization began to grow through the acquisition of other schools. These included the Wisconsin School of Electronics in Madison, Wisconsin, which has a history dating back to 1948. Later, the Milwaukee location was closed in favor of the Madison location, but the system headquarters has remained in Milwaukee. The name of the school was changed to Herzing College in 1996, and the institution has grown to eleven campuses plus Herzing Online. With the addition of graduate programs, the name was changed to Herzing University in 2009.

Akron Campus
The Akron Institute was founded in 1970 and has provided training in the Akron area continuously since that date. The school, which became a campus of Herzing in 2004, has grown to its present size with the addition of programs, increases in staff, and expansion of facilities, necessitating a move to a larger building in 2004. The name was changed from Akron Institute of Herzing University to Akron Campus—Herzing University in January 2013.

Atlanta Campus
The Atlanta campus began in 1949 as Massey Junior College. Massey Junior College became part of the Herzing Institute in 1979. In 1996 its name was changed to Herzing College. Organizationally, Herzing University—Atlanta, was the main campus of two additional campuses in New Orleans, Louisiana, and Orlando, Florida. The Atlanta campus moved to its present location in 2005. With the addition of graduate programs, the name was changed to Atlanta Campus—Herzing University in 2009.

Birmingham Campus
Initially founded as Electronic Computer Programming Institute in 1965 at 1218 South 20th Street, the Birmingham college was acquired by the Milwaukee college in 1968. The name was officially changed to Herzing Institute in 1970. In December 1994 the Institute was moved to its present address at 280 West Valley Avenue, Birmingham, Alabama, and the official name was changed to Herzing College of Business and Technology and then to Herzing College in September 1998. With the addition of graduate programs, the name was changed to Birmingham Campus—Herzing University in 2009.

Brookfield Campus
The Brookfield Campus—Herzing University first opened its doors in March 2010 and serves the western suburbs of Milwaukee.

Kenosha Campus
The Kenosha Campus began enrolling students in the fall of 2009 as an additional location of Herzing University to serve the communities of Kenosha, Racine, northern Illinois, and the surrounding areas.

Madison Campus
Originally the Wisconsin School of Electronics, the school was founded in 1948 by several local Madison businessmen involved in the television and radio industry. In 1970 the school merged with Herzing Institute. In 1996 the name was changed to Herzing College to reflect its bachelor’s degree status and range of programs. With the addition of graduate programs, the name was changed to Madison Campus—Herzing University in 2009.

Minneapolis Campus
Herzing College, Minneapolis Drafting School Division, became part of Herzing College in June of 2000. Established in 1961, the Minneapolis Drafting School trained and placed its graduates in all phases of drafting and design. The Minneapolis campus has since added programs in business, design, and public safety.

Herzing College, Lakeland Medical-Dental Academy Division, became part of Herzing College in May of 2002. Established in 1958, Lakeland Medical-Dental Academy has trained and placed its graduates in many phases of allied health. With the addition of graduate programs, the name was changed to Minneapolis Campus—Herzing University in 2009.
New Orleans Campus
The Herzing University New Orleans campus started its first class in 1996 as part of Herzing College—Atlanta. The campus relocated in 2010 to its present location in order to serve a greater number of community residents looking to obtain a Herzing education. With the addition of graduate programs, the name was changed to New Orleans Campus—Herzing University in 2009.

Omaha School of Massage and Healthcare of Herzing University
Established in 1991, the Omaha School of Massage Therapy moved to its present location in 1995 and became part of Herzing University in June of 2008.

Herzing Online
In 2003 Herzing College launched online education, making education available to students from the comfort of their own home, the local library, or a coffee shop. Providing educational opportunities whenever and wherever a student desires, Herzing Online offers students the opportunity to enroll in diploma/certificate, associate’s degree, or bachelor’s degree programs. In 2009 Herzing Online ventured its way into the graduate school arena and began offering master’s degrees in business administration and nursing.

Orlando Campus
Herzing College in Orlando started its first classes in 1995 as an additional location of Herzing College in Atlanta. With the addition of graduate programs, the name was changed to Orlando Campus—Herzing University in 2009.

Toledo Campus
Herzing College in Toledo started its first classes in 2009. With the addition of graduate programs, the name was changed to Toledo Campus—Herzing University in 2009.

GOVERNANCE
Herzing University is a nonprofit, coeducational university licensed and approved to award master’s degrees, bachelor’s degrees, associate’s degrees, and diplomas/certificates. The University is owned and operated by Herzing University, Ltd., which is a 501(c)(3) nonprofit Wisconsin corporation. The University is governed by a Board of Directors.

Board of Directors
Vice Chairperson/Acting Chairperson .................................................................................................................................Joseph Froehlich
Secretary .................................................................................................................................................................................. Patricia Todus
Director .................................................................................................................................................................................. Mark Ambrosius
Director .................................................................................................................................................................................. Wendy Baumann
Director .................................................................................................................................................................................. Erin Hareng
Director .................................................................................................................................................................................. Peter Heffernan
Director .................................................................................................................................................................................. Henry Herzing
Director .................................................................................................................................................................................. Cheryl King

Executive Committee
President ..................................................................................................................................................................................... Renée Herzing, M.B.A.
Vice President of Operations ................................................................................................................................................... R. Brian Olson, Ph.D.
President of Online and Chief Information Officer ..............................................................................................................Nigel Longworth, M.S.
Provost ..................................................................................................................................................................................... Blake Faulkner, D.B.A.
Vice Provost for Academic Affairs ........................................................................................................................................ Kitty Kautzer, Ed.D.
Vice President of Finance/Chief Financial Officer ...................................................................................................................Open
Vice President of Admissions .................................................................................................................................................. Michael Wimer, B.A.

SYSTEM ADMINISTRATORS
Associate Provost of Academic Support .................................................................................................................................Larry Doty, M.A.
CAMPUS ADMINISTRATORS

Akron Campus

President .................................................................................................................. Bill Cassidy, M.Ed., M.B.A.
Academic Dean ........................................................................................................... Florentine Hoelker, Ph.D.
Director of Admissions .............................................................................................. Suzanne Peters, B.S.
Director of Educational Funding ................................................................................. Matthew Miller, B.S.
Career Development Specialist ................................................................................................................................. Cindy Antenucci, B.S.N.
Registrar ........................................................................................................................................................................... Jamie Bright, B.A.

**Atlanta Campus**
President ............................................................................................................................................................................. Theatis Anderson, M.B.A.
Academic Dean .................................................................................................................................................................. Kevin E. James, Ed.D.
Director of Admissions .................................................................................................................................................... Shannon Moore, B.S.
Director of Educational Funding ..................................................................................................................................... Stephanie Gunby, M.B.A.
Senior Career Development Specialist ......................................................................................................................... Tiara Hector, M.S.
Registrar ........................................................................................................................................................................... Fiona Jimill, M.B.A., M.Ed.

**Birmingham Campus**
President ............................................................................................................................................................................. Tommy Dennis, B.S.
Academic Dean and Director of Nursing .......................................................................................................................... Cynthia L. Hall, M.S.N., R.N.
Director of Admissions .................................................................................................................................................... Tommy Dennis, B.S.
Director of Educational Funding ..................................................................................................................................... Kentray Sims, M.B.A.
Director of Career Development ..................................................................................................................................... Bryan Grindle, B.S.
Registrar ........................................................................................................................................................................... Brandy Martin, B.A.

**Brookfield Campus**
President ............................................................................................................................................................................. Jarvis Racine, M.B.A.
Academic Dean .................................................................................................................................................................. Steve McEvoy, J.D.
Associate Director of Admissions ..................................................................................................................................... Christy Juul Nyemeck, B.A.
Associate Director of Educational Funding ...................................................................................................................... Danielle Kamm, B.S.B.A.
Career Development and Student Services Specialist .................................................................................................. Amy Mozolik, M.L.I.S.
Registrar ........................................................................................................................................................................... Latonia Price, B.S.

**Kenosha Campus**
President ............................................................................................................................................................................. Jennifer Paugh, B.S.
Academic Dean .................................................................................................................................................................. Beth Gilbertson, M.Ed.
Director of Admissions ..................................................................................................................................................... Angela Howard, B.A.
Associate Director of Educational Funding ....................................................................................................................... Heidi Zenner
Career Development Specialist ......................................................................................................................................... Bob Johnson, M.B.A.
Registrar ........................................................................................................................................................................... Latonia Price, B.S.

**Madison Campus**
President ............................................................................................................................................................................. William Vinson, M.A.
Academic Dean .................................................................................................................................................................. Christine Hoover, M.B.A.
Director of Admissions ....................................................................................................................................................... Nile McKibben, B.S.
Educational Funding Manager ............................................................................................................................................ Clayton Groth, B.A.
Director of Career Development ...................................................................................................................................... Jeff Westra, M.B.A.
Registrar ........................................................................................................................................................................... Amy Herfel, A.S.

**Minneapolis Campus**
President ............................................................................................................................................................................. John Slama, Ed.D., M.B.A.
New Orleans Campus

President ......................................................................................................................... Jason Morgan, M.Ed.
Academic Dean ................................................................................................................... Tom Lonergan, Ph.D.
Director of Admissions ........................................................................................................ Alison Chassaniol, M.B.A
Director of Student Services and Career Development ............................................................ Open
Registrar ............................................................................................................................... Nita Dewey, A.S.

Omaha School of Massage and Healthcare

President and Dean .......................................................................................................... Steve Carper, B.S., LMT
Director of Admissions ........................................................................................................ Angie Armstrong, B.S.
Director of Student Services and Career Development ............................................................. Stephanie Kidd, Ph.D.

Herzing Online

President .............................................................................................................................. Nigel Longworth, M.S.
Sr. Director of Admissions ..................................................................................................... Kristin Tuten, M.S.
  Director of Admissions—Chicago ....................................................................................... Eric Reeves, B.S.
  Director of Admissions—Menomonee Falls .......................................................................... Steve Cain, B.S.
Director of Educational Funding ........................................................................................... Katie Grieger, M.S.
Director of Registration ......................................................................................................... Andrew Huenink, B.A.
Associate Provost/Undergraduate Dean of Online Learning .................................................... Kelly May, Ed.D., M.B.A., M.A.O.M.
  Associate Director, Student Services .................................................................................. Kristen Brady, M.S.
  Associate Director, Student Services .................................................................................. Open
Academic Dean of Graduate Studies ......................................................................................... Ronald Kern, Ph.D.

Orlando Campus

President ............................................................................................................................... Heatherann Antonacci, M.B.A.
Academic Dean ....................................................................................................................... Paul Carrio, Ph.D.
Dean of Nursing ..................................................................................................................... Patricia Edwards, Ed.D., M.S.N.
Director of Admissions .......................................................................................................... Mike Lewis, M.B.A.
Director of Educational Funding .......................................................................................... Rebekkah Iannelli, M.S.
Director of Career Development ............................................................................................ Sharon Rosin, B.F.A.
Registrar ................................................................................................................................. Jennay Wooley-Cowan, B.S.

Toledo Campus

President ............................................................................................................................... Bill Cassidy, M.Ed., M.B.A.
Academic Dean ....................................................................................................................... Open
Director of Admissions .......................................................................................................... Suzanne Peters, B.S.
Director of Educational Funding ........................................................................................... Megan Ferrari, B.S.
Career Development and Student Services Specialist ................................................................. Open
Registrar .......................................................................................................................................... Melissa Zingg, B.S.

UNDERGRADUATE FACULTY

* = Adjunct

Emeritus Faculty

William M. Getter, Professor Emeritus ................................................................. D.P.A. (Public Administration), University of Alabama
............................................................................................................................................. M.S. (Logistics Management), Air Force Institute of Technology
............................................................................................................................................. B.A. (Political Science), University of California—Los Angeles

Akron Campus

Hope Abbott, Assistant Professor* .................................................................................. M.S.N. (Nurse Midwifery), Case Western Reserve University
............................................................................................................................................... B.S. (Nursing), St. Mary’s College
Deborah Ammerman, Assistant Professor ................................................................. M.S. (Biological Science), University of Akron
............................................................................................................................................. M.S. (Education), University of Akron
Jean Andrick, Assistant Professor .................................................................................. M.S., B.S. (Technical Education), University of Akron
Susan Austin, Professor, Program Chair ................................................................. M.S.N. (Nursing), Case Western Reserve University
............................................................................................................................................... B.S.N. (Nursing), Kent State University
Shannon Bailey, Senior Instructor* ............................................................................... M.S.N. (Nursing Education), Herzing University
............................................................................................................................................... B.S.N. (Nursing), Ohio University
Alice Balasco, Senior Instructor* .................................................................................. M.B.A. (Business Administration), University of Akron
............................................................................................................................................... B.S. (Medical Technology), Ohio State University
L’Tanya Barnes, Assistant Professor ........................................................................... M.B.A., B.S. (Business Administration), Herzing University
Josephine Begin, Senior Instructor* ............................................................................. J.D. (Law), Cleveland State University
Rebecca Bridenthal, Senior Instructor* ......................................................................... M.S.N. (Nursing), University of Cincinnati
............................................................................................................................................... B.S.N. (Nursing), Kent State University
Lisa Clark, Senior Instructor* ....................................................................................... J.D. (Law), University of Akron
............................................................................................................................................... B.S.N. (Nursing), Kent State University
Candace De Courville, Senior Instructor* .................................................................... M.S.N. (Nursing), Indiana State University
............................................................................................................................................... B.S. (Nursing), Jacksonville University
Laura DeLambo, Assistant Professor ........................................................................ M.S.N. (Nursing) Youngstown State University
............................................................................................................................................... B.S.N. (Nursing), Bowling Green State University
Pamela Doxsey, Senior Instructor* .................................................................................. M.S.N., B.S.N. (Nursing), University of Phoenix
Beth Draman, Assistant Professor ............................................................................... M.S. (Clinical Counseling), Ashland Theological Seminary
............................................................................................................................................... B.A. (Political Science), University of Akron
Jennifer Dremann, Assistant Professor ....................................................................... M.S.N, B.S.N. (Nursing), Kent State University
Teneice Durrant, Senior Instructor* ............................................................................. M.A. (English), University of Toledo
............................................................................................................................................... M.F.A. (English), Spaulding University
Leigh Felland, Senior Instructor .................................................................................. B.S. (Education), Perdue University
............................................................................................................................................... Diploma (Medical Assisting), Herzing University
Bradley Hess, Senior Instructor* ................................................................................. M.B.A. (Business), Keller Graduate School of Management
............................................................................................................................................... B.A. (Business), Cleveland State University
Margaret Kimes, Senior Instructor ................................................................................ M.S.N. (Nursing), Western Governors University
............................................................................................................................................... B.S.N. (Nursing), Malone University
Christine Kirtley, Associate Professor, Department Chair ................................................................. M.S., B.S. (Technical Education), University of Akron
M.S. (Leadership and Organizational Effectiveness), Troy University, M.B.A. (Business Administration), Keller Graduate School of Business

Christopher McCay, Senior Instructor* ................................................................. M.B.A. (Business Administration), Keller Graduate School of Business
B.A. (Business), University of Akron

Steven Miller, Senior Instructor* ............................................................................... M.A., B.S. (Mathematics), University of Akron

Phyllis Neal, Professor, Department Chair ........................................................................ M.S., B.S. (Technical Education), University of Akron
A.A.S. (Dental Hygiene), Cuyahoga Community College

Dagmar Nicholas, Assistant Professor ........................................................................ M.B.A. (Business Administration), Colorado Technical University
B.A. (Accounting), Walsh University

Gary Orum, Senior Instructor* ........................................................................................ M.S. (Applied Mathematics), University of Akron
B.A. (Mathematics), Judson University

Pamela Rich, Associate Professor, Department Chair ................................................................. M.S. (Technical Education), University of Akron
B.S. (Biology), University of Akron
Certificate (Medical Technology), Medical Technology Program of Akron

Brittany Rogers, Assistant Professor ........................................................................ M.F.A. (English), Kent State University
B.A. (English), Hiram College

Megan Rook, Senior Instructor* .................................................................................. M.S. (Biology), College of William and Mary

Kathy Rose, Senior Instructor* ................................................................................. M.S.N. (Nursing), University of Phoenix
B.S.N. (Nursing), Malone College

Mary Ryan, Assistant Professor .................................................................................. M.S. (Community Counseling), Kent State University
B.S. (Nursing), Malone College

Allie Shapero, Senior Instructor* ............................................................................ J.D. (Law), Cleveland Marshall School of Law
B.S. (Philosophy), Tulane University

Julie Silk, Senior Instructor* ..................................................................................... M.S.N. (Nursing), Walden University
B.S.N. (Nursing), Kent State University

Christina Silva, Associate Professor, Associate Nursing Department Chair .............. Ph.D. (Nursing), Indiana University of Pennsylvania
M.S.N. (Nursing), University of Phoenix
B.S.N. (Nursing), Pennsylvania State University

Kimberly Smith, Senior Instructor* ........................................................................ M.B.A. (Business, Ashland University

Christine Tackett, Assistant Professor ........................................................................ M.S. (Nursing), University of Phoenix
B.S. (Nursing), Kent State University

Cedrie Thomas, Associate Professor, Department Chair ........................................ M.B.A. (Business Administration), Herzing University
B.A. (Math Education), University of Akron

Stephen Washington, Senior Instructor* .................................................................. M.B.A. (Business Administration), Atlanta University
B.S. (Economics), Wilberforce University

Amanda Yocum, Associate Professor, Department Chair ........................................ M.A. (Psychology), Cleveland State University

Samantha Zellhart, Senior Instructor* ........................................................................ M.S.N, B.S.N. (Nursing), University of Akron

Anne Zhang, Senior Instructor* ................................................................................ M.S.N. (Nursing), University of Tennessee
B.S.N. (Nursing), University of Memphis

Atlanta Campus
Constance Aghadiuno, Assistant Professor* ................................................................. M.A., B.A. (English), Georgia Southern University

Stacie Alderman, Assistant Professor* ........................................................................ M.S.N. (Nursing Education), Florida Atlantic University
B.S.N. (Nursing), University of Central Florida

Theresa Austin, Assistant Professor* ........................................................................ M.S.M. (Leadership and Organizational Effectiveness), Troy University
B.A. (Criminal Justice), Valdosta State University

Sandra Barnhill, Assistant Professor* ........................................................................ J.D. (Law), University of Texas at Austin
Kimberly Beard, Associate Professor* ............................................................................................................ J.D. (Law), University of South Carolina
................................................................................................................................. B.S. (Criminal Justice), University of West Georgia

Lori Boyer, Associate Professor* ............................................................. M.A. (Mass Communication), University of Florida
................................................................................................................................. M.A. (English Education), University of Florida
................................................................................................................................. B.A. (English), Spellman College

Susan Bucholz, Associate Professor ........................................................ M.S.N. (Nursing), Georgia State University
................................................................................................................................. B.S.N. (Nursing), Graceland College
................................................................................................................................. B.M.E. (Music), University of Missouri

Jose Cardenas, Professor, Department Chair .................................................... Ph.D. (Information Technology), Capella University
................................................................................................................................. M.S. (Computer Information Systems), University of Phoenix
................................................................................................................................. B.S. (Computer Network Technology), Herzing University

Karla Drenner, Assistant Professor* ......................................................... Ph.D. (Public Policy Analysis and Administration), Saint Louis University
................................................................................................................................. M.S. (Environmental Studies—General), Southern Illinois University—Edwardsville
................................................................................................................................. M.B.A. (Business Administration), Fontbonne University
................................................................................................................................. B.S. (Health Physics), West Virginia State University

Francisca Edwards, Assistant Professor* ........................................ Ph.D. (Information Technology Education), Capella University
................................................................................................................................. M.N.C.M. (Wireless), DeVry University
................................................................................................................................. B.S. (Business Administration), Southern Connecticut State University

Charles Farmer, Associate Professor* .......................................................... M.A., B.A. (English), Georgia College

Kyle Fox, Assistant Professor* ................................................................. M.A. (Communications Studies), University of Alabama
................................................................................................................................. B.A. (Polical Science, African American Studies), University of Alabama

Anatoliy Fridman, Professor* ........................................................................ Ph.D. (Physics), Moscow University
................................................................................................................................. M.S. (Physics), Kishinev State University

Claudia Georgestone, Associate Professor ................................................ M.S.N., B.S.N. (Nursing), Chamberlain College of Nursing
................................................................................................................................. B.S. (Criminal Justice), Northern Virginia Community College

Christopher Gilchrist, Associate Professor, Department Chair ................. M.A., B.A. (English), DePaul University

Tiara Hector, Assistant Professor ............................................................... M.S., B.S. (Rehabilitation Counseling), University of Maryland

Priscilla Hubbard, Assistant Professor* ..................................................... M.B.A. (Human Resource Management), DeVry University
................................................................................................................................. B.S. (Business Administration), Herzing University

Cynthia Jenkins, Associate Professor* ........................................................ M.B.A. (Public Administration), University of Phoenix
................................................................................................................................. B.S. (Business Management), University of Phoenix

Debra Johnson, Associate Professor* ........................................................ M.S. (Science Education), Nova Southeastern University
................................................................................................................................. B.S. (Healthcare Administration and Planning), Tennessee State University

Linda Johnson, Associate Professor ............................................................ M.A., B.A. (History), California State University—Long Beach

Lucinda Jones, Assistant Professor* ............................................................... J.D. (Law), John Marshall Law School
................................................................................................................................. B.A. (Sociology), California State University

Marcia Jones, Associate Professor* ............................................................. M.S. (Professional Counseling), Georgia State University
................................................................................................................................. B.A. (Psychology), University of Georgia

Chris Jourdan, Assistant Professor ............................................................. M.Acct.F.M. (Accounting and Financial Management), DeVry University
................................................................................................................................. B.S. (Business Administration), Herzing University

Hok-Sing Leung, Assistant Professor* ........................................................ M.S., B.S. (Mathematics), Georgia State University

James Matheson, Assistant Professor* ........................................................ M.S. (Biology), Georgia State University
................................................................................................................................. B.S. (Biology), Kennesaw State University

Cheryl McKinley, Assistant Professor* ..................................................... M.B.A. (Accounting and Finance), American InterContinental University
................................................................................................................................. B.B.A. (Human Resource Management), American InterContinental University

Alton Mclendon, Assistant Professor* ......................................................... M.S.N. (Nursing), Medical College of Georgia
................................................................................................................................. B.S.N. (Nursing), Albany State University

Maurice Moore, Associate Professor* .......................................................... M.A. (Counseling and Psychological Services), Clark Atlanta University
Audrey Perkins, B.A. (Political Science), Davidson College

Angela Primm-Bethea, B.S. (Nursing), Florida State University

Anissa Patton, B.S.N. (Nursing), Arkansas Tech University

M.S.N. (Nurse Educator), University of Central Arkansas

Luhong Shen, B.S. (Behavioral Science and Law/Political Science), University of Wisconsin—Madison

B.S. (Computer Information Systems), Alabama State University

Sharifa Ned, Assistant Professor*, M.S. (Environmental Science), Nova Southeastern University

B.S. (Biology), Bethune Cookman University

Baafi Okyere, Assistant Professor*, D.N.P (Nursing), University of Alabama

M.S.N. (Adult Health), University of Phoenix

B.S. (Nursing), University of West Georgia

A.S. (Nursing), Kennesaw State University

Stephanie O’Neal, Assistant Professor*, M.B.A. (Business Administration), DeVry University

M.A. (Management and Supervision), Central Michigan University

B.S. (Business Administration and Marketing), Central State University

Dana Sue Parker, Associate Professor, D.N.P (Forensics), University of Tennessee Health Science Center

M.S.N. (Nurse Educator), University of Central Arkansas

Anissa Patton, Associate Professor*, J.D. (Law), Cleveland State University

M.S.N. (Nursing), Benedict University

Audrey Perkins, Assistant Professor, B.A. (Political Science), Davidson College

Angela Primm-Bethea, Associate Professor*, M.B.A. (Marketing), Clark Atlanta University

M.S.S.A. (Social Work), Case Western Reserve University

B.A. (Behavioral Science), Ursuline College

Steven Shema, Associate Professor*, M.B.A. (Business/Finance), Georgia State University

B.S. (Behavioral Science and Law/Political Science), University of Wisconsin—Madison

Luhong Shen, Assistant Professor*, M.S. (Information Technology), Southern Polytechnic State University

B.S. (Computer Science), Herzing University

Terri Simmons, Assistant Professor*, J.D. (Advisory and Dispute Resolution), University of Tennessee—Knoxville

B.S. (Mathematics), Spellman College

Jennifer Skeete Cantor, Professor, Department Chair, J.D. (Law), John Marshall Law School

B.A. (Political Science), Long Island University

Cordia Starling, Professor, Nursing Director, Department Chair, Ed.D. (Higher Education Administration), University of Alabama
Assistant Professor* .........................................................................................................................
Steven Hicks, Assistant Professor* .................................................................................................
Kevin Hicks, Assistant Professor* .....................................................................................................
Victoria Harper, A.A.S. (Fire Science), Jefferson State Community College
William Greene, M.S. (Nursing and Adult Health), Troy University
Associate Professor .................................................................................................................................
B.S. (Public Safety Administration), Athens State University

Assistant Professor* .................................................................................................................................
Kendric Hughley, B.S. (Public Safety), Athens State University

Assistant Professor* .................................................................................................................................
Kimberly Cantlay, A.A.S. (Fire Science and EMS), Jefferson State Community College

Assistant Professor* .................................................................................................................................
Robin Turner, B.S. (Nursing), University of Alabama

Professor* ................................................................................................................................................
J.D. (Law), L.L.M. (Taxation), Woodrow Wilson College of Law

Associate Professor* .................................................................................................................................
Phyllis Youngblood, M.S., B.S. (Nursing), Georgia State University

B.S. (Communication Media), Bowie State University

M.B.A. (Business Administration), Herzing University

M.S. (Nursing), Georgia State University

B.S. (Public Safety and Health Administration), Athens State University

A.A.S. (Fire Science and EMS), Jefferson State Community College

M.S. (Homeland Security), Herzing University

B.S. (Homeland Security), Herzing University

A.A.S. (Fire Science), Jefferson State Community College

B.S. (Biochemistry and Microbiology), University of Washington—Seattle

B.S. (Homeland Security), Herzing University

B.S. (Public Safety), Athens State University

B.S. (Exercise Physiology), Auburn University—Montgomery

B.S. (Nursing), Excelsior College

B.S. (Nursing), The College of New Rochelle

A.S. (Nursing), Dorothea Hopfer School of Nursing

M.Ed. (English Education), Converse College

B.A. (English), University of Georgia

N.D. (Nursing), Case Western Reserve University

B.A. (Pre-medicine/German Studies), College of Wooster

M.S. (Mathematics) Clark Atlantic University

B.S. (Mathematics), Moorehouse College

M.H.A. (Health Administration), University of Phoenix

B.S. (Elementary Education), Salisbury University

B.S. (Social Work), Florida International University

M.S. (Education—Elementary Reading and Literacy), Walden University

B.S. (Elementary Education), Salisbury University

B.S. (Communication Media), Bowie State University

M.A. (Education), University of Alabama—Birmingham

B.S. (Math and Chemistry), University of Alabama—Birmingham

M.B.A. (Business Administration), Herzing University

B.S. (Electronics), Herzing University

M.S., B.S. (Nursing), University of Alabama—Birmingham

M.S. (Emergency Management), Jacksonville State University

B.S. (Criminal Justice/Psychology), University of Alabama

B.S. (Public Safety Administration), Troy University

M.S. (Nursing and Adult Health), Troy University

B.S. (Nursing), University of Alabama—Birmingham

B.S. (Public Safety Administration), Athens State University

B.S. (Homeland Security), Herzing University

B.S. (Public Safety), Athens State University

B.S. (Emergency Management), Jacksonville State University

B.S. (Homeland Security), Herzing University

M.B.A. (Business Administration), Herzing University

B.S. (Communication Media), Bowie State University

M.B.A. (Business Administration), Herzing University

B.A. (Pre-medicine/German Studies), College of Wooster

B.S. (Public Safety Administration), Athens State University

B.A. (Nursing), University of Georgia

N.D. (Nursing), Case Western Reserve University

B.S. (Homeland Security), Herzing University

M.S. (Emergency Management), Jacksonville State University

B.S. (Biochemistry and Microbiology), University of Washington—Seattle

B.S. (Homeland Security), Herzing University

M.B.A. (Business Administration), Herzing University

B.S. (Exercise Physiology), Auburn University—Montgomery

B.S. (Nursing), Georgia State University

M.H.A. (Health Administration), University of Phoenix

B.S. (Elementary Education), Salisbury University

B.S. (Social Work), Florida International University

M.S. (Education—Elementary Reading and Literacy), Walden University

B.S. (Elementary Education), Salisbury University

B.S. (Communication Media), Bowie State University

M.A. (Education), University of Alabama—Birmingham

B.S. (Math and Chemistry), University of Alabama—Birmingham

M.B.A. (Business Administration), Herzing University

B.S. (Electronics), Herzing University

M.S., B.S. (Nursing), University of Alabama—Birmingham

M.S. (Emergency Management), Jacksonville State University

B.S. (Criminal Justice/Psychology), University of Alabama

B.S. (Public Safety Administration), Troy University

M.S. (Nursing and Adult Health), Troy University

B.S. (Nursing), University of Alabama—Birmingham

B.S. (Public Safety Administration), Athens State University

B.S. (Homeland Security), Herzing University

B.S. (Public Safety), Athens State University

B.S. (Emergency Management), Jacksonville State University

B.S. (Homeland Security), Herzing University

M.B.A. (Business Administration), Herzing University

B.S. (Communication Media), Bowie State University

M.B.A. (Business Administration), Herzing University

B.A. (Pre-medicine/German Studies), College of Wooster
Jeffrey Jackson, Associate Professor* ................................................................. M.S. (Occupational Safety and Health), Columbia Southern University
..................................................................................................................... B.S. (Public Safety and Health Administration), Athens State University

Nena Lavas, Associate Professor ................................................................. M.A. (Clinical Psychology), Middle Tennessee State University
..................................................................................................................... B.S. (Nursing), University of Alabama—Birmingham

Cathy Layne, Associate Professor* ................................................................. M.S., B.S. (Nursing), University of Alabama—Birmingham

Scott Lewis, Senior Instructor* ................................................................. B.S. (History), University of Alabama—Birmingham

Sheri Lurie, Associate Professor ................................................................. M.S. (Nursing), Kaplan University
..................................................................................................................... B.S. (Nursing), University of Alabama—Birmingham

Gary Mackey, Instructor* ................................................................. B.S. (Allied Health), University of Alabama—Birmingham

Vicki Molliconi, Senior Instructor ................................................................. B.S. (Nursing), University of Arizona
..................................................................................................................... B.A. (Biology), University of Colorado

Michele Parr, Associate Professor* ................................................................. M.A. (English Education), University of Alabama—Birmingham
..................................................................................................................... B.A. (English), Birmingham Southern College

Lynn Quick, Assistant Professor* ................................................................. M.S. (Nursing), University of Alabama—Birmingham
..................................................................................................................... B.S. (Nursing), University of Phoenix

Wendy Siegal, Senior Instructor* ................................................................. B.S. (Nursing), Emory University

Richard Stallings, Senior Instructor* ................................................................. B.S. (Exercise Physiology), University of North Alabama

Mark Stith, Associate Professor ................................................................. M.S (Biology and Chemistry), University of Georgia
..................................................................................................................... B.S. (Biology and Chemistry), University of Alabama

Evan Van Arsdale, Senior Instructor* ................................................................. B.A. (Business Administration), Lee University

Alberto Verdad, Associate Professor ................................................................. M.S., B.S. (Medical-Surgical Nursing), De La Salle University—Health Sciences Institute

Arlene Verdad, Instructor* ................................................................. B.S. (Medical-Surgical Nursing), De La Salle University—Health Sciences Institute

Brookfield Campus

Adam Cohen, Assistant Professor* ................................................................. M.S. (Health), University of North Florida
..................................................................................................................... B.S. (Culinary Nutrition), Johnson and Wales University
..................................................................................................................... A.S. (Culinary Art), Culinary Institute of America

Kimberly DeChant, Associate Professor, Program Chair ................................................................. D.P.T. (Physical Therapy), Marquette University
..................................................................................................................... B.S. (Exercise Science), Marquette University

Michael Drout, Instructor* ................................................................. D.C. (Chiropractic), B.S. (Human Biology), Northwestern College of Chiropractic

Dora Fronek, Assistant Professor, Interim Program Chair ................................................................. M.S. (Oriental Medicine), Midwestern University of Oriental Medicine
..................................................................................................................... B.S. (Nutrition), Midwestern University of Oriental Medicine
..................................................................................................................... A.S. (Massage Therapy), Lakeside School of Massage

Shanta McHatten-MacFarling, Instructor ................................................................. A.S. (Massage Therapy), Marion College

Kenneth Poludniany, Assistant Professor, Department Chair ................................................................. D.C. (Chiropractic), National College of Chiropractic—Lombard
..................................................................................................................... B.S. (Human Biology), National College of Chiropractic—Lombard

Steve Wilsens, Instructor* ................................................................. D.C. (Chiropractic), Northwestern Health Sciences University

Melissa Young, Instructor* ................................................................. B.B.A. (Human Resource Management), University of Wisconsin—Milwaukee

Kenosha Campus

Nancy Ahrens, Assistant Professor ................................................................. M.S. (Nursing), University of Phoenix
..................................................................................................................... B.S. (Nursing and Business Management), Alverno College

Christina Bajorek, Assistant Professor ................................................................. M.S. (Nursing Education), Liberty University
..................................................................................................................... B.S. (Nursing), Liberty University
..................................................................................................................... A.S. (Nursing), Milwaukee Area Technical College
Kenyatta Barber, Assistant Professor* ................................................................. M.S. (Management), Cardinal Stritch University
.............................................................................................................. B.S. (Administration), Cardinal Stritch University

Eileen Berglund, Associate Professor* .................................................................... D.C. (Chiropractic), National University of Health Sciences
.............................................................................................................. B.S. (Human Biology), National University of Health Sciences

Susan Berto, Assistant Professor* ........................................................................ M.S. (Nursing Education), Edgewood College
.............................................................................................................. B.S. (Nursing), Viterbo College

Maria Carlota Chavez, Assistant Professor ............................................................ M.S. (Nursing Education), University of Phoenix
.............................................................................................................. B.S. (Nursing), St. Paul University—Philippines

Kim Doan, Assistant Professor* ................................................................................. M.S. (Nursing), DePaul University
.............................................................................................................. B.S. (Biology), University of Illinois—Chicago

Kristine Haggarty, Assistant Professor ................................................................. M.S. (Nursing), University of Phoenix
.............................................................................................................. B.S. (Nursing), Indiana University of Pennsylvania

Christina Hoppe, Associate Professor* ............................................................... Ph.D. (Psychology), Walden University
.............................................................................................................. M.S. (Psychology), Walden University

Debra Johnson, Assistant Professor ........................................................................ M.S., B.S. (Nursing), University of Wisconsin—Madison

Derek Kalscheur, Assistant Professor ........................................................................ M.S., B.S. (Health Administration), University of Phoenix

Linda Kapp, Associate Professor, Department Chair ................................................. M.S., B.A. (Art History), Pratt Institute
.............................................................................................................. M.S., B.F.A. (Communication Design), Pratt Institute

Brenda Kutzke, Assistant Professor ........................................................................ M.S. (Nursing), Sacred Heart University
.............................................................................................................. B.S. (Nursing), University of Wisconsin—Eau Claire

Miriam Lepold, Assistant Professor ........................................................................ M.S. (Nursing), Saint Xavier University
.............................................................................................................. B.S. (Nursing), University of Wisconsin—Milwaukee

Lynn Mellenthien, Assistant Professor ...................................................................... M.S. (Nursing Education), Marian University
.............................................................................................................. B.S. (Nursing), Miami University

Michelle Metzger, Assistant Professor ...................................................................... M.S. (Nursing), Holy Names University
.............................................................................................................. M.B.A. (Business Administration), Holy Names University

Joan Neave, Assistant Professor* ............................................................................. M.S. (Nursing), University of Phoenix
.............................................................................................................. B.S. (Nursing), Carroll Columbia College

Anne Nudi, Assistant Professor ............................................................................. M.S. (Nursing), University of Phoenix
.............................................................................................................. B.S. (Nursing), University of Phoenix
.............................................................................................................. A.S. (Nursing), Gateway Technical College

Tracy Perkins, Assistant Professor* ........................................................................ B.S. (Psychology), University of Phoenix
.............................................................................................................. B.S. (Psychology), University of Wisconsin—Eau Claire
.............................................................................................................. A.S. (Nursing), Gateway Technical College

Catherine Petrick, Assistant Professor* ....................................................................... M.S., B.S (Nursing), Regis University

Linda Phillips, Assistant Professor ........................................................................... M.S. (Nursing), Concordia University
.............................................................................................................. B.S. (Nursing), University of Wisconsin—Milwaukee

Aimee Schneider, Assistant Professor* .................................................................... M.S. (Nursing), University of Wisconsin—Milwaukee
.............................................................................................................. B.S. (Exercise and Sport Science), University of Wisconsin—La Crosse

Michael Schulz, Assistant Professor* ........................................................................ M.S., B.S (Mathematics), University of Wisconsin—Milwaukee

Tina Shanahan, Assistant Professor ........................................................................ M.A. (Writing, Rhetoric, and Discourse), DePaul University
.............................................................................................................. B.A. (English), University of Wisconsin—Parkside

Diane Sigler, Associate Professor, Department Chair ..................................... M.S. (Human Resource Management), Keller Graduate School of Management
.............................................................................................................. B.A. (Accounting), Lakeland College

Delbert Slowik, Assistant Professor* .................................................................... M.S., B.S. (Nursing), University of Wisconsin—Milwaukee

Susan Smith, Assistant Professor ........................................................................... M.S. (Nursing), Walden University
.............................................................................................................. B.S. (Nursing), Cardinal Stritch University

Delbert Slowik, Assistant Professor* .................................................................... M.S., B.S. (Nursing), University of Wisconsin—Milwaukee

Susan Smith, Assistant Professor ........................................................................... M.S. (Nursing), Walden University
.............................................................................................................. B.S. (Nursing), Cardinal Stritch University
Sue Smolinski, Assistant Professor* .................................................................................................................. M.S. (Nursing), Marquette University
........................................................................................................................................................................ B.S. (Nursing), Alverno College

Juli Thorgerson, Assistant Professor, Department Chair .................................................................................. B.S. (Health Sciences), Kaplan University
........................................................................................................................................................................ A.S. (Medical Assisting), Concordia University

Bruce Tonkin, Assistant Professor* .................................................................................................................. M.A., B.A. (Mathematics), Oakland University

Katherine Tsiampas, Assistant Professor ............................................................................................................. M.S., B.S. (Nursing), Cardinal Stritch University

Geralyn Voboril, Assistant Professor* .................................................................................................................. M.S. (Nursing), Regis University
........................................................................................................................................................................ B.S. (Nursing), Cardinal Stritch University

Shane Wesener, Associate Professor .................................................................................................................. Ph.D. (Microbiology), University of Wisconsin—Milwaukee
........................................................................................................................................................................ B.S. (Biology), St. Norbert College

Faith Wienke, Assistant Professor ....................................................................................................................... M.S. (Nursing Informatics), Grand Canyon University
........................................................................................................................................................................ B.S. (Nursing), Kaplan University

Paula Winters, Assistant Professor ..................................................................................................................... M.S. (Nurse Midwifery), Marquette University
........................................................................................................................................................................ B.S. (Nursing), University of Wisconsin—Madison

Deborah Ziebarth, Assistant Professor ................................................................................................................ M.S., B.S. (Nursing), Cardinal Stritch University

Jami Zwicky, Assistant Professor ....................................................................................................................... M.S. (Nursing), Concordia University
........................................................................................................................................................................ B.S. (Nursing), University of Wisconsin—Parkside

Madison Campus

Sara Amiri, Assistant Professor* ......................................................................................................................... M.B.A. (Finance), University of Wisconsin—Whitewater
........................................................................................................................................................................ B.A. (Finance and Political Science), University of Wisconsin—Whitewater

Sunil Asija, Assistant Professor* ......................................................................................................................... M.B.A. (Finance), Edgewood College
........................................................................................................................................................................ B.A. (Organizational Communication and Marketing), University of Wisconsin—Whitewater

David Barsky, Associate Professor* .................................................................................................................. Ph.D. (Business Administration), Drexel University
........................................................................................................................................................................ M.B.A. (Marketing), Princeton University
........................................................................................................................................................................ B.A. (Economics), Princeton University

Stephanie Beckman, Assistant Professor ........................................................................................................ M.A. (Education), Edgewood College
........................................................................................................................................................................ B.S. (Education), University of Wisconsin—Madison

William Beuthin, Associate Professor* ................................................................................................................ M.S. (Education), University of Wisconsin—Whitewater
........................................................................................................................................................................ B.A. (Computer Technology), Herzing University
........................................................................................................................................................................ A.S. (Electronic Engineering), Herzing University

Tara Bjork, Assistant Professor* ......................................................................................................................... M.B.A., B.S. (Technology Management), Herzing University
........................................................................................................................................................................ A.A., Madison Area Technical College

Tammy Bomkamp, Associate Professor ............................................................................................................. M.S. (Nursing Education), University of Phoenix
........................................................................................................................................................................ B.S.N. (Nursing), Edgewood College

Joseph Cann, Associate Professor, Program Chair ............................................................................................. M.S. (IT Project Management), University of Wisconsin—Platteville
........................................................................................................................................................................ B.S. (Computer Networking and Security), Herzing University
........................................................................................................................................................................ B.S. (Electrical and Electronic Engineering), University of Science and Technology, Ghana

Jody Cooper, Assistant Professor* ..................................................................................................................... J.D. (Law), Marquette University
........................................................................................................................................................................ B.S. (Political Science), University of Wisconsin—Whitewater

Steven Coppersmith, Assistant Professor* .......................................................................................................... M.P.A. (Accounting), University of Wisconsin—Whitewater
........................................................................................................................................................................ B.S. (Sociology and Criminal Justice), University of Wisconsin—Whitewater

Leo Cross, Assistant Professor* .......................................................................................................................... M.S. (Information Systems Management), Keller Graduate School of Management
........................................................................................................................................................................ B.S. (Technology Management), DeVry University
........................................................................................................................................................................ A.A. (Electronics and Computer Technology), DeVry University

Jennifer Curro, Assistant Professor ..................................................................................................................... D.C. (Life Science), National University of Health Services
........................................................................................................................................................................ B.S. (Anatomy and Physiology), University of Wisconsin—Milwaukee

Ross Demrow, Associate Professor, Department Chair ..................................................................................... M.B.A. (Business Administration), Cardinal Stritch University
Benjamin Geisler* ................................................................................................................................. M.S. (Computer Science), University of Wisconsin—Madison
................................................................................................................................. B.S. (Game Development), University of Wisconsin—Madison

Thomas Gross, Professor, Program Chair ........................................ Ph.D. (Applied Management and Decision Science—Finance), Walden University ......................................................................................................................... M.B.A. (Finance), University of Wisconsin—Madison
......................................................................................................................... M.A. (Philosophy/Math/Logic), University of Wisconsin—Madison
......................................................................................................................... B.A. (Philosophy), University of Wisconsin—Madison

Paul Johann, Assistant Professor ................................................................. M.S. (Telecommunications), B.A. (East Asian Studies), Indiana University
................................................................................................................................. A.A. (Computer Animation), Full Sail University

Jennifer Kowalkowski, Assistant Professor, Director of Nursing ..................... M.S., B.S. (Nursing), University of Wisconsin—Madison

David Kusso, Assistant Professor ............................................................................................................. M.S.N. (Nursing), Edgewood College
................................................................................................................................. B.S. (Nursing), University of Wisconsin—Oshkosh

Reshanna Lenoir-Beckfield, Assistant Professor* ........................................ M.A. (Education/Curriculum Development), University of Phoenix
......................................................................................................................... B.A. (Elementary Education), University of St. Francis
................................................................................................................................. A.A. (Arts), Joliet Junior College

Deb Martin Lightfoot, Assistant Professor ....................................................... M.S., B.S. (Nursing), University of Wisconsin—Madison
................................................................................................................................. Diploma (Nursing), Madison General Hospital School of Nursing

William Moncure, Associate Professor* ..................................................... M.S. (Computer Science), University of Wisconsin—Madison
................................................................................................................................. B.S. (Civil Engineering), University of Minnesota

Traci Morovic, Associate Professor* .............................................................. M.A. (Communication Theory), Northern Illinois University
................................................................................................................................. B.A. (Communication Studies), Northern Illinois University

Barbara Mulcahy* ................................................................................................................................. B.S. (Economics), University of Wisconsin—Platteville
................................................................................................................................. A.S.N. (Nursing), Herzing University

Danielle Nelson, Assistant Professor ................................................................................................ M.S.N., B.S. (Nursing), Edgewood College

Alicia Otto, Assistant Professor ............................................................................................................. M.S. (Nursing), Cardinal Stritch University
................................................................................................................................. B.S., University of Wisconsin—Eau Claire

Erik Pederson, Assistant Professor, Department Chair ........................................... M.S. (Engineering), University of Wisconsin—Milwaukee
................................................................................................................................. B.S. (Industrial Technology), University of Wisconsin—Stout

Natalie Pinkovitz, Assistant Professor* ................................................................................................ M.A. (Mathematics and Education), Columbia University
................................................................................................................................. B.S. (Zoology), University of Wisconsin—Madison

Martin Remmel, Assistant Professor* ............................................................................................... M.S. (Information Technology), Northwestern University
................................................................................................................................. B.S. (Computer Networking and Security), Herzing University

Lisa Richards, Assistant Professor ................................................................................................. M.S. (Nurse Midwifery), Vanderbilt University
................................................................................................................................. B.S. (Brain and Cognitive Sciences), University of Rochester

Becky Rothering, Assistant Professor ............................................................................................ M.S.N. (Nurse Educator), University of Wisconsin—Madison
................................................................................................................................. B.S.N. (Nursing), University of Wisconsin—Eau Claire

Sean Saager, Assistant Professor* ......................................................................................... M.S. (Computer Information Systems), University of Wisconsin—Whitewater
................................................................................................................................. B.B.A. (Business Administration), University of Wisconsin—Whitewater

Sally Schultz* ................................................................................................................................. M.S. (Education), Bowling Green State University
................................................................................................................................. B.S. (Education), University of Wisconsin—Platteville

Karin Spader, Assistant Professor ......................................................................................... M.S., B.S. (Psychology), M.A. (Sociology), Western Illinois University

Brian Wild, Assistant Professor* ................................................................................................. M.B.A. (Business), University of Wisconsin—Madison
................................................................................................................................. B.S. (Computer Networking and Security), Herzing University

Minneapolis Campus

Meghan Anderson, Senior Instructor* .......................................................................................... B.S.N (Nursing), Bethel University
Jacqueline Bauman, Senior Instructor* ................................................................. B.S. (Dental Hygiene), Minnesota State University Mankato
................................................................. A.A.S. (Dental Hygiene), Herzing University
Karri Bell, Senior Instructor, Department Chair ......................................................... B.S. (Healthcare Management), Herzing University
................................................................. A.A.S. (Dental Assisting), Herzing University/Lakeland Academy
Rachel Beutz, Instructor* ............................................................................................. B.S. (Dental Hygiene), University of Minnesota
Timothy Boerner, Assistant Professor* ........................................................................ M.A. (Mathematics), Creighton University
Lance Brisky, Associate Professor* .............................................................................. D.C. (Chiropractor), Northwestern Health Sciences University
................................................................. B.S. (Human Biology), Northwestern Health Sciences University
Clarice Chizakawa, Senior Instructor ............................................................................ B.S. (Dental Hygiene), Minnesota State University Mankato
Ashley Chouinard, Assistant Professor, Department Chair ........................................... B.S. (Community Health), St. Cloud State University
................................................................. A.A.S. (Dental Hygiene), Normandale Community College
Stuart Cohen, Associate Professor* ................................................................................ D.D.S. (Dentistry), University of Minnesota
Miranda Drake, Senior Instructor* ................................................................................ M.A. (Dental Hygiene Education), University of Minnesota
................................................................. B.S. (Dental Hygiene), Minnesota State University Mankato
................................................................. A.A.S. (Liberal Arts), Minnesota State University Mankato
Jodie Entinger, Senior Instructor* ................................................................................... B.S. (Dental Hygiene), University of Minnesota, Mankato
................................................................. M.S. (Dental Hygiene), Minnesota State University
................................................................. Diploma (Dental Assisting), Brainerd Technical College
Felicity Frank, Assistant Professor* .............................................................................. M.S. (Adult Education), Troy University
................................................................. B.S. (Dental Hygiene), University of Bridgeport
................................................................. A.A.S. (Dental Hygiene), Coastal Carolina Community College
Lori Hines, Instructor* ................................................................................................. A.A.S. (Dental Hygiene), Minnesota State University—Mankato
Alexandra Hunter, Associate Professor* ...................................................................... M.A. (English/Literature), Indiana University at Bloomington
................................................................. B.A. (English Literature), University of Northern Iowa
Steven Jacobsen, Professor* ....................................................................................... D.D.S. (Dentistry), University of Minnesota
................................................................. B.A. (Sociology), University of Minnesota
Michael Jensen, Assistant Professor, Department Chair .............................................. M.S. (Occupational Therapy), University of Minnesota
................................................................. B.A. (Psychology), University of South Dakota
Becky Johnson, Senior Instructor .................................................................................. B.S. (Occupational Therapy), University of Minnesota
Kara Kalbus, Assistant Professor* .................................................................................. D.C. (Chiropractic), Northwestern Health Sciences University
........................................................................................................ M.S. (Healthcare Management), Minnesota School of Business
........................................................................................................ B.S. (Human Biology), Northwestern Health Sciences University
Linda Koch, Assistant Professor ..................................................................................... M.A. (Education), Argosy University
........................................................................................................ B.S. (Dental Hygiene), University of Minnesota
Lynette Koehl, Assistant Professor .............................................................................. M.A. (Dental Hygiene), Saint Mary's University
........................................................................................................ A.A.S. (Dental Hygiene), Milwaukee Area Technical College
Kelly Krueger, Assistant Professor* ............................................................................. M.A. (Interdisciplinary Studies), San Diego State University
........................................................................................................ B.A. (Biological Anthropology), University of California—San Diego
Martina Kumar, Assistant Professor* ........................................................................... M.A. (Psychology), St. Mary's University
........................................................................................................ B.A. (Psychology), Augsburg College
Robert Laing, Associate Professor* ............................................................................. D.D.S. (Dentistry), University of Minnesota
Amanda Loots, Senior Instructor* ................................................................................ B.S. (Dental Hygiene), Minnesota State University—Mankato
........................................................................................................ A.A.S. (Dental Hygiene), Herzing University
Sonika Masih, Senior Instructor* ................................................................................... B.D.S. (Dental), BRS Dental College
........................................................................................................ A.A.S. (Dental Hygiene), Herzing University
Rebecca McGee, Instructor ......................................................................................... M.L.I.S. (Library Science), University of St. Catherines
Instructor

Rashad Abdullah, Associate Professor, Department Chair ..................................................A.S.N. (Nursing), Our Lady of the Lake College
Diploma (Medical Assisting), Remington College
Diploma (Massage Therapy), Gwinnette College

Percy Anderson, Instructor* ..................................................D.P.M. (Podiatric Medicine), University of California College of Podiatric Medicine
B.S. (Biology), Tougaloo College

Stephen Andrus, Instructor* ..................................................M.S. (Mathematics), University of Louisiana at Lafayette

Aimee Aufdemaur, Instructor* ..................................................B.S. (Healthcare Management), National American University
Diploma (Medical Assisting), Eton Technical Institute

Rachid Belmasrour, Instructor* ..................................................Ph.D., M.S. (Mathematics), University of New Orleans
B.S. (Mathematics), University of Hassan II

Iris Blanks, Instructor* ..................................................M.S. (Human Resources), University of Phoenix
B.A. (Management), University of Phoenix

Deborah Cains, Instructor* ..................................................Ph.D. (English), Union Institute and University
M.Ed. (Curriculum and Instruction), University of New Orleans
B.A. (English), University of New Orleans

New Orleans Campus

Anisa Mohamed, Senior Instructor* ..................................................B.S.N. (Nursing), University of Minnesota

Marsha Nelson, Senior Instructor* ..................................................B.S. (Dental Hygiene), University of Iowa

David Perlman, Associate Professor* ..................................................Ph.D. (Mathematics), University of California
B.A. (Mathematics), University of Minnesota

Angela Ree, Instructor* ..................................................B.S. (Healthcare Management), Herzing University
A.A.S. (Dental Hygiene), Herzing University

Brent Rehfuss, Professor* ..................................................Ph.D. (Chemistry), University of Chicago

Daniel Repka, Associate Professor* ..................................................J.D. (Law), William Mitchell College of Law

Cindy Rierson, Assistant Professor ..................................................M.S.N. (Nursing), St. Catherine University
B.S. (Nursing), Augustana College

Andrea Ruby, Associate Professor* ..................................................D.D.M. (Dentistry), Tufts University
B.A., Yale University

Stacy Sand, Senior Instructor* ..................................................B.S.N. (Nursing), College of St. Benedict

Mary Sandy, Assistant Professor* ..................................................M.S. (Dental Hygiene), University of Minnesota
B.S. (Dental Assisting), St. Cloud Technical College
A.A.S. (Dental Hygiene), St. Cloud Technical College

Kelly Scheurer, Instructor ..................................................A.A.S. (Dental Assisting), Herzing University

Kathy Smith, Associate Professor, Department Chair ..................................................M.S.N., B.S.N. (Nursing), University of Phoenix

Sara Taft, Assistant Professor* ..................................................M.S. (Allied Health), East Tennessee State University
B.S. (Dental Hygiene), St. Petersburg College

Amy Tong, Associate Professor ..................................................D.N.P, M.S.N. (Nursing), University of Minnesota

Aira Wandmacher, Assistant Professor ..................................................M.S.N. (Nursing), Herzing University
B.S. (Nursing), University of Wisconsin—Eau Claire

Maria Yambao, Professor* ..................................................Ph.D. (Biology), Hokkaido University
M.S. (Microbiology), Hokkaido University
B.S. (Biology), University of the Philippines

Christy Yoon, Assistant Professor ..................................................M.P.H. (Public Health), University of Central Florida
B.S. (Accounting), St. Cloud State University
A.A.S. (Dental Assisting), Herzing University
Jason Cantrell, Instructor* ................................................................. B.S. (Public Administration), Eastern Michigan University
Corey Charles, Instructor* ................................................................. J.D. (Law), Southern University
Donnie Clayton, Instructor* ............................................................. M.P.H. (Environmental and Occupational Health Sciences), Louisiana State University
Kelly Cook, Instructor* ...................................................................... J.D. (Law), Louisiana State University
Eldonne Datus, Assistant Professor, Program Chair ......................... M.P.H. (Public Health Science), Jackson State University
Kervin Doyle, Professor, Department Chair ...................................... M.P.A. (Public Administration), Southern University
LaRita Flotte, Instructor* ................................................................. M.B.A. (Management), University of Phoenix
Khalilah Franklin, Instructor* ............................................................. M.B.A. (Healthcare Management), Colorado Technical University
Lisa Frazier, Instructor* ...................................................................... M.A. (Organizational Management), University of Phoenix
Sonia Gales-Cooper, Instructor* ........................................................... M.S. (Psychology), Capella University
Derek Gambino, Instructor* ............................................................. J.D. (Law), Loyola University School of Law
Lee Gary, Jr., Instructor* ...................................................................... M.P.H. (Public Health Science), Tulane University
Susan Gebhardt, Associate Professor, Department Chair ................. M.F.A. (English and Writing), University of New Orleans
Trashanda Grayes, Instructor* ........................................................ Ph.D. (Psychology, Human Behavior), Professional Psychology
Rona Harris, Instructor* ...................................................................... M.B.A. (Business) University of Phoenix
Keyonia Hartford, Instructor* ........................................................ M.B.A. (Healthcare Management), University of Phoenix
Allyne Henderson, Associate Professor ............................................. M.D. (Medicine), University of Texas Medical Branch—Galveston
Jing Hu, Instructor* ........................................................................... M.S. (Computer Information Systems), Southern University of New Orleans
Jason Kirker, Instructor* .................................................................... M.A. (English and Creative Writing), Binghamton University
Shawn McCoy, Instructor ................................................................. M.B.A., B.S. (Healthcare Management), Herzing University
Robin Muse, Instructor* ................................................................. M.S. (Human Resource Management), Troy State University
John Norris, Instructor* ..................................................................... M.B.A. (Global Management), American InterContinental University
Anthony Oshunsanya, Instructor ....................................................... M.D. (Medicine), University of Ilorin
Shawn Pierre, Instructor ................................................................. B.S. (Healthcare Management), Herzing University
Herzing University Undergraduate Student Handbook

University Information

Omaha School of Massage and Healthcare of Herzing University

Brandi Curnyn, Assistant Professor* ................................................. M.S. (Exercise Science), University of Nebraska—Omaha
........................................................................................................ B.S. (Business Administration), University of Nebraska—Omaha
........................................................................................................ Diploma (Massage Therapy) Universal College of Healing Arts

Gibbie Duval, Instructor* ............................................................... B.A. (General Studies), University of Nebraska—Omaha
........................................................................................................ Certificate (Personal Training and Fitness Nutrition), National Academy of Sports Medicine
........................................................................................................ Certificate (Strength and Conditioning), National Strength and Conditioning Association

Eric Ewing, Assistant Professor* ......................................................... M.A. (Business Administration), Bellevue University
........................................................................................................ B.S. (Workforce Education and Development), Southern Illinois University

Stephanie Kidd, Assistant Professor .......................................................... Ph.D. (Higher Education Administration), University of Phoenix
........................................................................................................ M.A. (Theatre/Fine Arts), University of Nebraska—Omaha
........................................................................................................ B.A. (English), Sioux Falls College
........................................................................................................ Diploma (Massage Therapy), Universal College of Healing Arts

Douglas Lee-Regier, Associate Professor* .................................................. M.A. (English), Utah State University
........................................................................................................ B.A. (Theatre), B.A. (Journalism), Creighton University

Timothy Locum, Assistant Professor* ......................................................... M.S.E. (Counseling), University of Wisconsin—Oshkosh
........................................................................................................ B.A. (Communication Arts), University of Wisconsin
........................................................................................................ Certificate (Personal Fitness Training), National Academy of Sports Medicine

Tamara Longacre, Instructor* ............................................................... B.S.Ed. (Physical Education), University of Nebraska—Omaha
........................................................................................................ Diploma (Massage Therapy), Omaha School of Massage Therapy

Cynthia Loraas, Assistant Professor* ....................................................... M.S. (Health Management), Lindenwood University
Jessie Maca, Instructor* ................................................................. A.S. (Therapeutic Massage), Herzing University

Heather Mahowald, Associate Professor* ........................................ M.Ed. (Exercise Science), Auburn University

Lee O’Donnell, Assistant Professor, Program Chair ............................. M.S. (Physical Education), Southern Illinois University

Rebecca Ohlson, Assistant Professor* ............................................. M.S. (Education Administration), University of Nebraska—Lincoln

Gerald Piernicky, Assistant Professor* ............................................ D.C. (Chiropractic), Cleveland Chiropractic College

Lisa Reyes, Instructor* .................................................................. B.S. (Health Care Management), Bellevue University

Ashley Rutan, Instructor* ............................................................... B.S. (Healthcare Administration), Bellevue University

Deborah Stogdill, Associate Professor, Program Chair ....................... M.B.A. (Business Administration), Bellevue University

Brenton Thomas, Assistant Professor, Program Chair ........................ D.C. (Chiropractic), Parker College of Chiropractic

Mandi Thompson, Assistant Professor* ........................................... B.S. (Biochemistry, Business and Economics), University of Nebraska—Lincoln

Chelsie Wilson, Instructor* .............................................................. B.A. (Studio Art), Hastings College

Tina Wilson, Senior Instructor* ........................................................ B.S. (Business Administration), Bellevue University

Scott Zimmer, Assistant Professor* ................................................ M.S. (Biology), University of Nebraska—Omaha

Herzing Online

Amir Abdelazher, Associate Professor* .............................................. Ph.D., M.S. (Civil Engineering), University of Miami

Dominique Acre, Assistant Professor* ............................................ M.S. (Psychology), National University

Richmond Adebiaye, Associate Professor* ...................................... Ph.D. (Information Systems and Communication), Robert Morris University

Karen Akam, Associate Professor* .................................................. M.S. (Mathematics), Tarleton State University

Gregory Allen, Associate Professor* ................................................ M.S., B.S. (Mathematics), University of Florida

Zarena Allen, Assistant Professor* ................................................ M.B.A. (Healthcare Management), American Intercontinental University

Nezam Al-Nsair, Professor* ............................................................. Ph.D. (Nursing Research), University of Cincinnati

Kathryn Ambrozich, Associate Professor* ...................................... M.B.A. (Accounting), Baker College

Jason Ameling, Assistant Professor* ................................................ D.C. (Chiropractic), Logan College of Chiropractic

M.B.A. (Human Resource Management), American Intercontinental University

M.S. (Nursing), Villanova University

B.A. (Accounting), College of St. Francis
Lauren Ameling, Assistant Professor ................................................................. B.S. (Human Biology), Logan College of Chiropractic

Nicole Amos, Assistant Professor* ................................................................. M.B.A. (Business Administration), University of Massachusetts—Amherst

Lilia Anand, Assistant Professor* ................................................................. M.A. (History), University of Oregon

Amy Anderson, Associate Professor* ............................................................ J.D. (Jurisprudence), Willamette University

Cheryl Anderson, Associate Professor* ........................................................ Ph.D. (Health Services), Walden University

Rasheeda Askew, Assistant Professor* ......................................................... M.A., B.A. (Mathematics), Wayne State University

Marjorie Askins, Associate Professor* ........................................................ M.A., B.A. (English), Western Carolina University

Cindy Atchley, Associate Professor* ............................................................ M.B.A. (Business Administration), University of Illinois

Fatima Bendada, Associate Professor* ........................................................ M.A.E. (Curriculum Design), University of Phoenix

Pamela Audette, Assistant Professor* ............................................................ M.B.A. (Healthcare Management), Herzing University

Thomas Badley, Assistant Professor* .......................................................... M.S. (Taxation), Walsh College

Sabina Balkaran, Assistant Professor* ........................................................ Ph.D. (Psychology / Research and Evaluation), Walden University

Nadine Basta, Associate Professor* ............................................................. M.S. (Computer Science), Alexandria University

Paula Beiser, Assistant Professor* ............................................................... M.B.A. (Business Administration), The College of William & Mary

Renu Belliston, Assistant Professor* ......................................................... M.S. (Mathematics), Kanpur University

Fatima Bendada, Associate Professor* ....................................................... M.S. (International Marketing), South Bank University

Pamela Bermender, Associate Professor* ................................................ M.A., B.A. (Philosophy), Franciscan University of Steubenville

Peggy Bloomer, Associate Professor* ........................................................ M.A. (English), Southern Connecticut State University

Richard Blumenstein, Assistant Professor* ................................................ M.A.E. (Curriculum Design), University of Phoenix

Rebecca Bonefas, Assistant Professor* ................................................... M.A. (Health and Human Management), St. Mary’s University of Minnesota

Mary Bonine, Associate Professor* ............................................................. M.S. (Biological Sciences), University of Nevada—Las Vegas

Stacey Bottone, Associate Professor* ........................................................ B.S. (Business Administration), Charter Oak State College

Betty Jo Bouchey, Assistant Professor* ..................................................... M.B.A. (Entrepreneurship), Rensselaer Polytechnic Institute
David Bouvin, Associate Professor* ........................................................................................................ D.B.A., M.B.A. (Business Administration), Argosy University

Kristen Brady, Associate Professor* ........................................................................................................ M.S. (Guidance and Counseling), University of Wisconsin—Stout
                                                                                                       B.A. (Organizational Communication), University of Wisconsin—Eau Claire

Russell Brown, Associate Professor* ........................................................................................................ M.S. (Criminal Justice), Florida Metropolitan University
                                                                                                       B.S. (Business and Management), University of Phoenix

Tasha Brown, Associate Professor* ........................................................................................................ M.A., B.S. (Sociology), Sam Houston State University

Katie Bruce, Assistant Professor* ........................................................................................................ M.S. (Mathematics Education), Florida State University
                                                                                                       B.A. (Liberal Studies), Providence College

Ronald Burke, Associate Professor* ........................................................................................................ M.S. (Project Management/HR Management), Keller Graduate School of Management
                                                                                                       M.B.A. (Business Administration), Keller School of Management

James Carmichael, Assistant Professor* ................................................................................................ M.S., B.S. (Electrical Engineering), University of Louisville

Crystal Carpenter, Assistant Professor ................................................................................................ M.E. (Curriculum and Instruction), LeTourneau University
                                                                                                       B.A. (Psychology), State University of New York

Susan Cashwell, Associate Professor* ................................................................................................... Ph.D., M.S.W. (Social Work), Florida State University

Rosa Cassell, Assistant Professor* ........................................................................................................ D.E.L (Executive Leadership), University of Charleston
                                                                                                       M.S. (Human Resource Administration), Central Michigan University
                                                                                                       B.I.S. (Interdisciplinary Studies), Virginia State University

Peter Cassidy, Associate Professor* ........................................................................................................ M.A. (English), University of Colorado
                                                                                                       B.A. (English), Colorado State University

Danielle Castro, Associate Professor* ................................................................................................... M.S. (Community Counseling), Mount Mary College
                                                                                                       B.S. (Psychology and Adult Education), Alverno College

Natasha Cauley, Associate Professor* ................................................................................................... M.P.H. (Public Health), University of Alabama—Birmingham
                                                                                                       B.S. (Health Information Management), University of Alabama—Birmingham

Kim Raquel Chapman, Assistant Professor* ........................................................................................ M.S. (Project Management), M.S. (Criminal Justice), University of Wisconsin—Platteville

Brandon Chitwood, Associate Professor* .............................................................................................. M.A. (English), Marquette University
                                                                                                       B.A. (English), Minnesota State University—St. John’s University

Jennifer Claire, Assistant Professor* ................................................................................................... M.S. (Health Education), Trident University International
                                                                                                       M.S. (Public Health), Trident University International
                                                                                                       B.S. (Psychology), Chapman University

Kristin Colangelo, Associate Professor* .............................................................................................. D.C. (Chiropractic), Logan College of Chiropractic
                                                                                                       B.S. (Human Biology), Logan College of Chiropractic

Travis Coldwell, Professor* .................................................................................................................. D.Mgt. (Security Management), University of Maryland University College
                                                                                                       M.S. (Criminal Justice), Boston University
                                                                                                       B.S. (Criminal Justice), Park University

DeeDee Collette, Program Chair .......................................................................................................... M.B.A. (Technology Management), University of Phoenix
                                                                                                       B.S. (Technology Management), Herzing University

Jennifer Collins, Associate Professor* ................................................................................................ Ph.D. (English), University of Wisconsin—Milwaukee
                                                                                                       M.A. (Creative Writing), University of Wisconsin—Milwaukee

Sherri Compton, Professor* ................................................................................................................ Ph.D. (Psychology), Capella University
                                                                                                       M.A. (Counseling and Psychology), Adler Graduate School
                                                                                                       B.A. (Psychology and Art), Metropolitan State University

Theresa Covello, Associate Professor* ................................................................................................... D.N.P. (Nursing Practice), Touro University
                                                                                                       M.S.N., B.S.N. (Nursing), Thomas Edison State College

Dorothy Cox, Assistant Professor* ....................................................................................................... M.S. (Management), Cardinal Stritch University
                                                                                                       B.A. (Healthcare Administration), Concordia University


<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>University/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Cunningham</td>
<td>M.A. (Health Services Management), Webster University</td>
<td>M.A. (Procurement and Acquisitions), Webster University</td>
</tr>
<tr>
<td>Phillip Curran</td>
<td>M.S. (Educational Psychology), University of Wisconsin—Milwaukee</td>
<td>B.A. (Psychology), University of Wisconsin—Milwaukee</td>
</tr>
<tr>
<td>Crystal Curry</td>
<td>M.A. (English), University of Iowa</td>
<td>B.A. (Journalism and Political Science), University of Illinois</td>
</tr>
<tr>
<td>Imam Dabaja</td>
<td>M.S. (Software Engineering), University of Michigan—Dearborn</td>
<td>B.S. (Computer Science), University of Michigan—Dearborn</td>
</tr>
<tr>
<td>Amy Darden</td>
<td>M.B.A. (Business Administration), Touro University International</td>
<td>B.S. (Organizational Management), Bethel College</td>
</tr>
<tr>
<td>Carley Davidson</td>
<td>M.B.A. (Business Administration), University of Delaware</td>
<td>M.S. (Plant Developmental Biology), University of Delaware</td>
</tr>
<tr>
<td>Joseph Davies</td>
<td>M.A. (History), University of Wisconsin—Milwaukee</td>
<td>M.A. (Library and Information Science), University of Wisconsin—Milwaukee</td>
</tr>
<tr>
<td>Christopher Davis</td>
<td>M.S. (Criminal Justice), Eastern Kentucky</td>
<td>B.S. (Criminal Justice), University of Maryland</td>
</tr>
<tr>
<td>Georgia Delabarre</td>
<td>M.S. (Healthcare Management), University of New Orleans</td>
<td>B.A. (Drama and Communication), University of New Orleans</td>
</tr>
<tr>
<td>Paul Delpo</td>
<td>M.A. (Mathematics), Villanova University</td>
<td>M.A. (Education), Cabrini College</td>
</tr>
<tr>
<td>Linda Des Jardines</td>
<td>Ph.D. (Sociology), University of Georgia</td>
<td>M.S. (Statistics), University of Georgia</td>
</tr>
<tr>
<td>Susan Devoe</td>
<td>M.A. (Communication), University of Northern Colorado</td>
<td>M.A. (Education), University of Texas—San Antonio</td>
</tr>
<tr>
<td>Kurt Diesch</td>
<td>Ph.D., M.S. (Industrial Engineering), Iowa State University</td>
<td></td>
</tr>
<tr>
<td>Eileen Domerchie</td>
<td>Ph.D. (Industrial Organization), Capella University</td>
<td>M.A. (Psychology, Counseling), John F. Kennedy University</td>
</tr>
<tr>
<td>Marshall Draper</td>
<td>M.A. (Home Economics), Western Michigan University</td>
<td>B.S. (Individual and Family Relationship), Western Michigan University</td>
</tr>
<tr>
<td>Ashley Drysdale</td>
<td>M.A. (Communication and Leadership), Park University</td>
<td>B.A. (Communication), University of Missouri</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.A. (Arts and Sciences), Mineral Area College</td>
</tr>
<tr>
<td>Jimmy Duncan</td>
<td>M.B.A. (Management), Southeast Missouri State University</td>
<td></td>
</tr>
<tr>
<td>Jennifer Dworschack-Kinter</td>
<td>Ph.D. (English and Creative Writing), University of Wisconsin—Milwaukee</td>
<td>M.A., B.A., (English), University of Wisconsin—Milwaukee</td>
</tr>
<tr>
<td>Paul Dworschack-Kinter</td>
<td>Ph.D., M.A., (English and Creative Writing), University of Wisconsin—Milwaukee</td>
<td></td>
</tr>
<tr>
<td>Elvia Earley</td>
<td>M.S. (Computer Information Systems), B.S. (Business Management), University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Vilma Edginton</td>
<td>Ph.D. (Economics and Politics), Claremont Graduate University</td>
<td></td>
</tr>
<tr>
<td>Pamela Edwards</td>
<td>M.A. (Health Psychology), Northcentral University</td>
<td>B.A. (Healthcare Administration), Ashford University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A. (Psychology), Ashford University</td>
</tr>
<tr>
<td>Kristin Eeg</td>
<td>M.S. (Health Information Management), Stephens College</td>
<td>M.B.A., B.S. (Business Administration), University of Phoenix</td>
</tr>
</tbody>
</table>
Anne Erickson, Professor* ........................................................................................................ Ph.D. (English), M.A. (English Literature), Purdue University

Stephanie Evenson, Associate Professor* ........................................................................... D.V.M. (Veterinary Medicine), University of Wisconsin—Madison

Eric Everson, Associate Professor* ................................................................................... M.S. (Bacteriology), University of Wisconsin—Madison

Russell Fail, Associate Professor* ................................................................................... Ph.D. (Organization and Management), Capella University

Heather Fenton, Professor* ............................................................................................. Ph.D. (Education), Walden University

Catina Flagg, Assistant Professor* .................................................................................. M.B.A. (Organizational Leadership), Ashford University

James Fleming, Associate Professor* .................................................................................. M.A. (English), University of Florida

Stephen Flink, Associate Professor* .................................................................................. Ph.D., M.S. (Applied Mathematics), University of Colorado

Tami Ford, Assistant Professor* .......................................................................................... M.A. (Educational Studies), The Ohio State University

Courtney Forness, Assistant Professor* .............................................................................. M.A. (Education), Marian University

Meredith Galloway, Assistant Professor* ........................................................................... B.B.A. (Marketing), University of Wisconsin—Milwaukee

Michelle Garrelts, Assistant Professor* .............................................................................. M.A. (Education), Argosy University

Jorge Gavillan, Assistant Professor* ................................................................................... M.S. (Mathematics Education), Nova Southeastern University

Stephanie Gerschke, Associate Professor* .......................................................................... M.S. (Educational Psychology), University of Wisconsin—Milwaukee

Charlotte Gerth Haanen, Professor* .................................................................................. Ph.D. (Psychology, Counseling), Capella University

Regina Glenn, Associate Professor .................................................................................... Ph.D. (Education), M.S. (Education) Capella University

Anne Gloag, Associate Professor* ..................................................................................... Ph.D. (Applied Management), Northwestern University

Niyah Glover, Assistant Professor* ................................................................................... M.A. (Psychology), University of Rockies

Kelley Goethals, Assistant Professor* .................................................................................. M.F.A. (Graphic Design), Savannah College of Art and Design

Mondy Gold, Assistant Professor* ..................................................................................... Ph.D. (Management), University of Phoenix
Albert Goodman, Assistant Professor*  ...................................................... M.S. (Taxation), University of Central Florida
........................................................................................................... B.S. (Accounting), University of Central Florida
Roger Goodman, Associate Professor*  .................................................... M.S. (Information Systems), Strayer University
........................................................................................................... B.S. (Organizational Leadership), Union University
Jeannie Goodwin, Assistant Professor*  .................................................... M.B.A. (Business Administration), Texas A&M University
........................................................................................................... B.S. (Accounting), Indiana University South Bend
Eliza Gordner, Associate Professor*  ...................................................... J.D. (Law), Indiana University
........................................................................................................... B.S. (Secondary English), Indiana University
Jackie Gordon, Assistant Professor*  ...................................................... M.B.A. (Healthcare Management), University of Phoenix
........................................................................................................... B.S. (Healthcare Administration), University of Phoenix
........................................................................................................... Diploma (Medical Assisting), Robert Morris College
Garrett Grainger, Assistant Professor*  .................................................... M.S. (Sociology), University of Wisconsin—Madison
........................................................................................................... B.S. (Psychology/Sociology), University of Central Florida
Mary-Jane Granoff, Assistant Professor* .................................................. M.B.A. (Business Administration), Nova Southeastern University
........................................................................................................... D.B.A. (Business Administration), Nova Southeastern University
Shaun Gray, Assistant Professor* ............................................................. D.M. (Organizational Leadership/Information Systems), University of Phoenix
........................................................................................................... M.M. (Computer Information Systems), Bellevue University
........................................................................................................... B.S.B.A. (Computer Information Systems), Thomas Edison State College
Denise Greaves, Assistant Professor ............................................................. J.D. (Law), University of District of Columbia
........................................................................................................... Ed.S. (Instructional Technology), University of West Georgia
........................................................................................................... M.B.A. (Human Resource Management), University of Phoenix
Marisha Grimley, Associate Professor* ................................................... D.N.P. (Health Innovations and Leadership), University of Minnesota
........................................................................................................... M.S.N. (Nursing, Integrative Health), University of Phoenix
Michelle Grube, Associate Professor* ..................................................... M.S. (Nursing), University of Wisconsin—Milwaukee
........................................................................................................... B.S. (Nursing), Alverno College
Sally Haith-Glenn, Assistant Professor* .................................................... M.B.A. (Business Administration/Healthcare Management), Colorado Technical University
........................................................................................................... B.A. (Business Administration), Colorado Technical University
Stephen Halula, Assistant Professor* ...................................................... Ph.D. (Education Policy and Leadership), Marquette University
........................................................................................................... M.A. (Teaching Mathematics), University of Nebraska—Omaha
Larry Hansen, Assistant Professor* ....................................................... M.Ed. (Educational Leadership), Northern Arizona University
........................................................................................................... M.A. (Counseling), Northern Arizona University
Andrea Hanstedt, Associate Professor* ................................................................. M.A. (Counseling and Higher Education Emphasis), Lakeland College
                                                                                          B.S. (Middle Childhood/Early Adolescence Education), University of Wisconsin—LaCrosse
Charlene Harkins, Assistant Professor* ........................................................................ Ed.D. (Educational Policy and Administration), University of Minnesota
                                                                                          M.Ed. (Health Education), University of Minnesota
Tanweer Haroon, Associate Professor* ........................................................................ M.S. (Systems Science), Louisiana State University
                                                                                          B.S. (Electrical Engineering), J.M.I. University
Jeffrey Harper, Associate Professor* ........................................................................ M.S. (General Administration), Central Michigan University
                                                                                          B.S. (Criminal Justice), Central Michigan University
Jillian Harrington, Associate Professor* ........................................................................ M.S. (Health System Administration), Rochester Institute of Technology
                                                                                          B.S. (Health Care Administration), Empire State College
Timothy Haupt, Associate Professor* ........................................................................... Psy.D. (Organization Development) Alliant International University
                                                                                          M.S. (Organizational Behavior), Alliant International University
Christine Hazemy, Associate Professor* ....................................................................... M.S. (General Administration), Central Michigan University
                                                                                          B.S. (Marketing and Advertising), Central Michigan University
Jennifer Helfrich, Associate Professor* ......................................................................... M.S. (Management), Oakland City University
                                                                                          B.S. (Psychology), University of Southern Indiana
Kermelle Hensley, Associate Professor* ........................................................................ M.S. (Human Resource Management), Troy State University
                                                                                          B.A. (English), Columbus College
Christine Hilger, Associate Professor* ........................................................................... M.A. (Arts and Humanities), B.A. (Literary Studies), University of Texas—Dallas
Veronica Hodges, Assistant Professor* ......................................................................... M.A. (Health Services Management), Webster University
                                                                                          B.S. (Healthcare Management), Lander University
Toni Hoffa, Associate Professor* .................................................................................. M.B.A. (Business Administration), Hamline University
                                                                                          B.A. (Sociology), University of Wisconsin—Madison
Kristen Hoffman, Assistant Professor* ........................................................................... M.B.A. (Business Administration), Herzing University
                                                                                          B.A. (Sociology), University of Wisconsin—Madison
Brenda Holland, Assistant Professor* ........................................................................... Doctorate (Chiropractic), Palmer College of Chiropractic
                                                                                          B.S. (Cellular Physiology), University of Wisconsin—Whitewater
Valerie Holloway, Associate Professor* ......................................................................... M.S. (Computer Science), University of Phoenix
                                                                                          B.S. (Computer Information Systems), DeVry University
Charles Holsey, Professor* ......................................................................................... Ph.D. (Immunology and Microbiology), Medical College of Georgia
                                                                                          M.D. (Medicine), Meharry Medical College
Angela Howard, Assistant Professor* .................................................................M.A. (Professional Clinical Counseling Psychology), LaSalle University
......................................................................................................................B.S. (Psychology), Xavier University of Louisiana
Tara Huss, Assistant Professor* .................................................................M.Ed. (Education Policy and Leadership), Marquette University
......................................................................................................................B.S. (Human Services), University of Wisconsin—Oshkosh
Dave Hyatt, Associate Professor* .................................................................M.A. (Education), Viterbo University
......................................................................................................................B.S. (Math Education), University of Wisconsin—Parkside
Deborah Hyatt, Associate Professor* .................................................................M.S.W. (Social Work), University of Wisconsin—Parkside
......................................................................................................................B.A. (Social Welfare), University of Wisconsin—Madison
Katherine Hyatt, Professor* ........................................................................D.B.A., M.B.A. (Business Administration), Nova Southeastern University
Walter Isley, Assistant Professor* .................................................................M.B.A. (Project Management), Keller Graduate School of Management
......................................................................................................................B.S. (Technical Management), DeVry University
Johnny Jackson, Assistant Professor, Program Chair .................................M.H.R.M. (Human Resources Management), Keller Graduate School of Mgmt.
......................................................................................................................M.B.A. (Finance, Business Administration), Keller Graduate School of Management
......................................................................................................................B.S.B.A. (Sales and Marketing), DeVry University
Mary Jay-Anderson, Assistant Professor* .................................................................M.A., B.A. (Communication Studies), Marshall University
Ben Jedd, Associate Professor* .................................................................M.A. (Communications and Liberal Arts), B.S. (Communication), Ball State University
Sarah Jedd, Associate Professor* .................................................................Ph.D. (Communication Arts), University of Wisconsin—Madison
......................................................................................................................M.A. (Communication), Miami University of Ohio
Jamar Jeffers, Assistant Professor* .................................................................M.B.A. (Business Administration), Delaware State University
......................................................................................................................B.A. (Public Relations, Marketing), Delaware State University
Patricia Jenkins, Professor* ........................................................................Ph.D. (Nursing), University of Tennessee
......................................................................................................................M.B.A. (Business), Tulane University
Wendyanne Jex, Associate Professor, Department Chair .................................................................M.P.A. (Health Services), University of Utah
......................................................................................................................B.A. (Political Science), Brigham Young University
Asia Johnson, Assistant Professor* .................................................................M.A. (Health Information Management), College of St. Scholastica
......................................................................................................................Graduate Certificate (HIM, Revenue Management), College of St. Scholastica
......................................................................................................................B.A. (Health Information Management), College of St. Scholastica
Ben Johnson, Assistant Professor* .................................................................M.S. (Mathematics), Texas A&M University
......................................................................................................................M.S. (Electrical and Computer Engineering), Georgia Institute of Technology
Charles Johnson, Associate Professor, Department Chair* .................................................................M.S. (Quality Assurance), California State University—Dominquez Hills
......................................................................................................................B.S. (Business), Upper Iowa University
Charlotte Johnson, Professor* .................................................................Ph.D. (Psychology and Counseling), Capella University
......................................................................................................................M.A. (Counseling and Developmental Disabilities), St. Mary's University
Ti Lynn Johnson, Assistant Professor* .................................................................M.S.A. (Health Service Administration), Central Michigan University
......................................................................................................................B.S. (Health and Human Services), Wilberforce University
......................................................................................................................Certificate (Medical Assisting), Aristotle Institute
Shanna Jones, Associate Professor* .................................................................M.P.H. (Public Administration and Health Services), Columbus State University
......................................................................................................................B.S. (Health Information Management), Florida Agricultural and Mechanical University
Christine Jowdy-Milot, Associate Professor* .................................................................M.F.A. (Computer Art), School of Visual Arts
......................................................................................................................B.A. (Graphic Design), School of Visual Arts
Kimberly Joyner, Assistant Professor* .................................................................M.A., B.S (Adult Education, Health Information Management), East Carolina University
......................................................................................................................Graduate Certificate (Health Information Management)
Lisa Juarez, Assistant Professor* .................................................................M.A. (Industrial Arts), San Francisco State University
......................................................................................................................B.S. (Communication in Advertising), Elmhurst College
Amreen Kanchwala, Assistant Professor* .................................................................M.S. (Math Teaching), Texas Woman's University
......................................................................................................................B.A. (Mathematics), University of North Texas
Brenda Kastner, Assistant Professor* .................................................................Doctorate (Chiropractic), Parker College of Chiropractic
......................................................................................................................B.S. (Anatomy), Parker College of Chiropractic
Kim Keel, Assistant Professor* ............................................. M.S. (Information Systems Management), Keller Graduate School of Management
.................................................................................................................. B.S. (CIS/Technology), DeVry Institute of Technology

Edmund Keim, Assistant Professor* ................................................. M.B.A. (Industrial Management), Baker College
.................................................................................................................. B.S. (Human Development), Hope International University

Stephanie Kern, Associate Professor* .................................................. Ph.D. (Higher Education), University of North Texas
.................................................................................................................. M.S. (Secondary Education), University of Arizona

Mohamed Khan, Assistant Professor* ................................................... M.S. (Liberal Studies), Stony Brook University
.................................................................................................................. B.S. (Administrative Studies), St. John's University

Pamela Kimbrough, Associate Professor* ............................................. M.S. (Mathematics), Texas A&M University
.................................................................................................................. M.S. (Chemistry), University of California—Irvine

Michelle Knighton, Associate Professor* ................................................ M.B.A. (Clinical Information Systems), Stephens College
.................................................................................................................. B.S. (Health Information Management), Indiana University

Brandi Kostal, Assistant Professor* .................................................. D.C. (Chiropractic), Logan College of Chiropractic
.................................................................................................................. M.S. (Clinical Nutrition and Human Performance), Logan College of Chiropractic

Catherine Kotecki, Department Chair .......................................................... Ph.D. (Nursing), Widener University
.................................................................................................................. M.S.N. (Nursing), University of Arizona
.................................................................................................................. B.S.N. (Nursing), William Paterson University

Marta Kramer, Assistant Professor* .................................................. M.B.A. (Healthcare Management), Herzing University
.................................................................................................................. B.S. (Business), Western Illinois University

Amber Krasny, Associate Professor* ............................................. M.B.A. (Leadership), B.S. (Business and Healthcare Management), Walden University

Stacie Kreinbrink, Assistant Professor* ............................................. M.B.A. (Business Administration), University of Toledo
.................................................................................................................. B.S. (Health Information Management), University of Toledo

Yongxia Kuang, Associate Professor* .................................................. M.S. (Applied Mathematics), University of Colorado
.................................................................................................................. M.A. (Economics), University of Colorado

Paul Labine, Associate Professor* .................................................. J.D. (Law), John Marshall Law School
.................................................................................................................. M.S. (Mathematical Sciences), Michigan Technological University
.................................................................................................................. B.S. (Mathematics and Actuarial Science), Michigan Technological University

Ray Lacina, Associate Professor* .................................................. Ph.D. (English Literature), University of Toronto
.................................................................................................................. M.A. (English), Iowa State University

Jacqueline Lafleur, Associate Professor* ............................................. M.B.A. (Business Administration), Texas Woman’s University
.................................................................................................................. B.S. (Health Information Management), Texas Woman’s University

Jennifer Lame, Associate Professor* .................................................. M.S. (Public Health), Idaho State University
.................................................................................................................. B.S. (Health Education), Idaho State University

Heather Lang, Assistant Professor* .................................................. M.F.A. (Creative Writing), Fairleigh Dickinson University
.................................................................................................................. B.A. (English, East Asian Language and Literature), University of Wisconsin—Madison

Kimberly Langer, Associate Professor* .................................................. M.A. (Health Information Management), College of Saint Scholastica
.................................................................................................................. B.S. (Health Sciences and Community Health), Minnesota State University

Maria Lauer-Pfrommer, Program Chair .................................................. D.N.P (Nursing), Duke University
.................................................................................................................. Ph.D. (Capella University)
.................................................................................................................. M.S.N. (Family Nursing Practitioner), Thomas Jefferson University
.................................................................................................................. B.S.N. (Nursing), Thomas Jefferson University
.................................................................................................................. Diploma (Nursing), Temple University Hospital

Hildalyn Lawal, Associate Professor* .................................................. Ph.D. (Business Administration), Northcentral University
.................................................................................................................. M.I.T. (Internet Security), American Intercontinental University
.................................................................................................................. B.S. (Business Management and Economics), State University of New York

Justin Lawrence, Professor* .......................................................... J.D. (Law), Texas Tech University
.................................................................................................................. M.B.A. (Business), Texas Tech University

Ewa Lazowska, Assistant Professor* .................................................. M.A. (Linguistics), University of Illinois at Chicago
.................................................................................................................. B.A. (English), University of Illinois at Chicago
Susan Lee, Professor* ................................................................. M.Ed. (Reading and Literacy), Concordia University
........................................................................................................... B.S. (Biology), University of Houston

Elizabeth Legault, Assistant Professor* .................................................. M.Ed. (Elementary Education), Salem State University
........................................................................................................... B.S. (Education), Salem State University

Robert Leigh, Assistant Professor* ........................................................ M.F.A. (Graphic Design), Miami International University
........................................................................................................... B.F.A. (Graphic Design), Florida Atlantic University

Cecelia Lipscomb-Hammond, Associate Professor* .................................... D.N.P (Nursing Practice), University of Alabama at Birmingham
........................................................................................................... M.S.N. (Nursing), University of Mobile
........................................................................................................... B.S. (Nursing), University of Southern Alabama

Timothy Lo, Associate Professor* .......................................................... Ph.D., M.S. (Mathematics), Lehigh University

Stephanie Long, Assistant Professor* ..................................................... M.S. (Counseling), Mount Mary University
........................................................................................................... B.A. (TV Production), Columbia College

Nichole Loshaw, Assistant Professor* ...................................................... M.B.A., B.S (Healthcare Management), Davenport University
........................................................................................................... Diploma (Medical Billing and Coding), Davenport

Christy Lowery-Carter, Assistant Professor* ........................................... Doctorate (Education), Liberty University
........................................................................................................... M.A. (Mathematics Education), Averett University

Eryn Lukic, Associate Professor* ........................................................... M.B.A. (Business Administration), Cardinal Stritch University
........................................................................................................... B.S. (Healthcare Administration), University of Wisconsin—Milwaukee

Adeana Lupton, Associate Professor* ....................................................... M.S. (Organizational Development), University of the Incarnate Word
........................................................................................................... B.A. (Human Resources), University of the Incarnate Word

Mary Lutfy, Associate Professor* ............................................................. M.F.A. (Marketing), Baker College
........................................................................................................... B.F.A. (Graphic Design), University of Michigan

Robin Lyons, Assistant Professor* ........................................................ M.S., B.A. (English), University of Southern Mississippi

Don Macon, Associate Professor* .......................................................... Ph.D. (Humanities), Universidad Central de Nicaragua
........................................................................................................... Ed.D. (Educational Technology and E-Learning), Northcentral University
........................................................................................................... M.A. (Humanities), California State University, Dominguez Hills

Michael Malmstrom, Associate Professor* ............................................. M.P.A. (Public Administration), University of Nebraska—Omaha
........................................................................................................... M.S. (Legal Studies), Kaplan University
........................................................................................................... B.A. (Criminal Justice), University of Nebraska

Patricia Manderville, Assistant Professor* ................................................ M.A., B.A. (Mathematics), University of South Florida

Kevin Marshall, Associate Professor* ..................................................... M.H. (Healthcare Administration), University of South Carolina
........................................................................................................... B.S. (Management), Clemson University

Michele Martin, Associate Professor* ...................................................... M.S. (Educational School Counseling), Gwynedd-Mercy College
........................................................................................................... B.A. (Sociology), Gwynedd-Mercy College

Ola Martin, Assistant Professor* ........................................................... M.B.A. (Healthcare Management), Baker College
........................................................................................................... B.H.A. (Health Service Administration), Baker College
........................................................................................................... Diploma (Medical Assisting), Everest College

Sandra Masten, Associate Professor* ...................................................... M.S. (Health Science), University of Central Florida
........................................................................................................... B.S. (Health Information Management), University of Central Florida
........................................................................................................... L.P.N. (Nursing), Florida Hospital of Practical Nursing

Kristina Maynard, Assistant Professor* ................................................... M.S. (Counseling—Higher Education Emphasis), University of Wisconsin—Whitewater
........................................................................................................... B.S. (Business Education), University of Wisconsin—Whitewater

Cory McBee, Associate Professor* ........................................................ M.F.A. (Graphic Design), Savannah College of Art and Design
........................................................................................................... B.A. (Drawing and Painting), College of Charleston

Jacqueline McCallum, Assistant Professor* ............................................ M.B.A. (Human Resource Management), University of Phoenix
Phillip McCann, Assistant Professor* ................................................................. M.S. (Health Information Management), The College of St. Scholastica  
.......................................................................................................................... M.S. (Communication), Northwestern University  
Jack McCoy, Associate Professor* ........................................................................ M.S., B.S. (Criminal Justice), Troy University  
Kent McLeod, Associate Professor* ................................................................. D.C. (Chiropractic), Palmer College of Chiropractic  
.......................................................................................................................... B.S. (Biology), University of Geph  
Tina McLeod, Professor* .......................................................................................... D.C. (Chiropractic), Palmer College of Chiropractic  
.......................................................................................................................... B.S. (Health Education), University of Wisconsin—Whitewater  
Jessica Meischen, Assistant Professor* ......................................................... M.P.A. (Public Administration), University of Texas at San Antonio  
.......................................................................................................................... B.S. (Healthcare Administration), Southwest Texas State University  
Deanna Melton-Riddle, Associate Professor* ............................................. D.H.A. (Health Administration), Central Michigan University  
.......................................................................................................................... M.S. (Human Services Administration), National Louis University  
.......................................................................................................................... B.A. (Psychology), Chicago State University  
Jessica Merten, Assistant Professor* ................................................................. M.S. (Industrial Organizational Psychology), St. Cloud State University  
.......................................................................................................................... B.A. (English and Behavioral Science), Columbia College  
Thomas Meyer, Associate Professor* .......................................................... M.A. (Public Administration), University of New Mexico  
.......................................................................................................................... B.S. (Criminology), University of New Mexico  
Chastity Miller, Associate Professor* ............................................................ Ed.D. (Higher Education Curriculum and Instruction), Argosy University  
.......................................................................................................................... M.A. (Criminal Justice), South University  
Tabitha Mocilan, Assistant Professor* ............................................................... M.S. (Healthcare Administration), Kaplan University  
.......................................................................................................................... B.S. (Healthcare Management), Herzing University  
.......................................................................................................................... Associate (Medical Office Management), Herzing University  
Erica Moore, Associate Professor* ................................................................. M.B.A. (Business Administration), Augusta State University  
.......................................................................................................................... B.S. (Health Information Management), Augusta State University  
Jessica Moore, Assistant Professor* ................................................................. M.S. (Counseling Psychology), Capella University  
.......................................................................................................................... B.S. (Psychology/ Criminology), Upper Iowa University  
Melanie Moore, Assistant Professor* ............................................................... M.S. (Health Science), Nova Southeastern University  
.......................................................................................................................... B.A. (Psychology, Interdisciplinary Health Studies), Nova Southeastern University  
.......................................................................................................................... A.A. (Art), Central Piedmont Community College  
Tanesha Morgan, Assistant Professor* .............................................................. M.B.A. (Business Administration), Southeastern Louisiana University  
.......................................................................................................................... B.S. (Finance), Southeastern Louisiana University  
Erin Morris, Associate Professor* ................................................................. Ed.D. (Higher and Postsecondary Education), Argosy University  
.......................................................................................................................... M.A. (Humanities and History), California State University  
Mariah Morris, Assistant Professor* ............................................................... M.S.N. (Nursing), University of Central Florida  
.......................................................................................................................... B.S.N. (Nursing), Florida State University  
Todd Mueller, Professor, Program Chair ....................................................... D.C. (Chiropractic), Logan College of Chiropractic  
.......................................................................................................................... B.S. (Biology), University of Wisconsin—Stevens Point  
Bakali Mukasa, Associate Professor* ............................................................. Ph.D. (Health Services, Public Health Policy), Walden University  
.......................................................................................................................... M.S. (Procurement and Supply Chain Management), Makerere University  
.......................................................................................................................... B.A. (Social Science, Economics), Makerere University  
Matasha Murrell-Jones, Professor* ................................................................. D.Mgt. (Organizational Leadership), University of Phoenix  
.......................................................................................................................... M.B.A. (International Business), Temple University  
Elisabeth Musil, Associate Professor* ............................................................. D.M. (Organizational Leadership), University of Phoenix  
.......................................................................................................................... M.S. (Information Technology), American Intercontinental University  
.......................................................................................................................... M.A. (Organizational Management), Antioch University  
Kristina Nelson, Professor* .................................................................................. D.Ed. (Education Technology Management), North Central University  
.......................................................................................................................... M.A. (English Composition and Literature), California State University
Kim Neuwirth, Associate Professor* ........................................ M.S. (Educational Psychology, Community Counseling), University of Wisconsin—Milwaukee ......................................................................... B.S. (Psychology), University of Wisconsin—Milwaukee

Jaynelle Nixon, Associate Professor* ........................................................ M.L.A. (Literature), Baker University ........................................................................................................... B.A. (English), Rockhurst University

Sarah Olson, Assistant Professor* .......................................................... M.H.A. (Health Administration), University of Phoenix ........................................................................................................... B.S. (Biology), Colorado State University

Oludotun Oni, Assistant Professor* ........................................................ Ph.D. (Business Administration), Northcentral University .......................................................................................... M.S. (Agricultural Engineering), Obafemi Awolowo University ........................................................................................................ B.S. (Mechanical Engineering), University of Life

Mary Orcutt, Associate Professor* .......................................................... J.D. (Law), Western New England College ........................................................................................................... B.A. (General Business Studies), Eastern Connecticut University

Bryan Orr, Associate Professor* ................................................................ M.S. (Information Systems Management), University of Phoenix ........................................................................................................... B.S. (Atmospheric Sciences), University of North Carolina

Katherine Oscarson, Associate Professor* ........................................... M.B.A (Business Administration), Herzing University ........................................................................................................... B.A. (Communications—Theatre Arts), Marquette University

D’Laun Oubre, Assistant Professor* ...................................................... M.B.A. (Technology Management), University of Phoenix ........................................................................................................... B.S. (Mathematics), Southern University

Jane Paglino, Associate Professor* ........................................................ J.D. (Law), St. Thomas University School of Law ........................................................................................................... B.S. (Business), University of Florida

Althea Parker-Artis, Associate Professor* ............................................. M.A. (Pupil Personal Services), Azusa Pacific University ........................................................................................................... B.S. (Business Administration), University of Laverne

Pamela Parkinson, Associate Professor* ............................................. J.D. (Law), University of Utah ........................................................................................................... B.S. (U.S. History and American Government Political Science), Webber State University

Elyse Parks, Assistant Professor* .......................................................... M.S. (Education School Counseling), Concordia University ........................................................................................................................................... B.A. (Psychology), University of Wisconsin—Stevens Point

Daniel Parrell, Associate Professor* ..................................................... Ph.D. (Applied Management and Decision Science), Walden University ........................................................................................................... M.S. (Computer Information Systems), University of Phoenix

Theresa Pavone, Professor* ................................................................. Ph.D. (Industrial and Organizational Psychology), Capella University ........................................................................................................... M.A. (Organizational Management), University of Phoenix

Kristi Perkins, Assistant Professor* ..................................................... M.A., B.A. (English), Arizona State University

Dan Peterson, Assistant Professor* ...................................................... M.B.A. (Business Administration), Globe University ........................................................................................................... B.A. (Psychology), Metropolitan State University ........................................................................................................... Diploma (Medical Assisting), Northwest Technical College

Monica Phillis, Associate Professor* ..................................................... M.S. (Accounting and Financial Management), DeVry University ........................................................................................................... B.S. (Accounting), North Carolina Wesleyan College

Justin Pickering, Associate Professor* ................................................ M.S. (Accounting), Liberty University ........................................................................................................... B.S. (Business Accounting), Liberty University

Michelle Pittman, Assistant Professor* ................................................ M.S. (Technology, Applied Computer Graphics), Purdue University ........................................................................................................... B.S. (Computer Graphics Tech., Interactive Multimedia and Computer Tech.), Purdue University

Mischelle Pittman Henry, Associate Professor* .................................. M.B.A., (Healthcare Management), Davenport University ........................................................................................................... B.S. (Business Administration and Computer Science), Strayer University

Alphonse Porter, Associate Professor* ................................................ M.S. (Software Engineering), Southern Methodist University ........................................................................................................... B.S. (Information Technology), University of Cincinnati

Elizabeth Powell, Assistant Professor* ................................................ M.S.N. (Health Leadership), University of Pennsylvania ........................................................................................................... B.S.N. (Nursing), Rutgers University ........................................................................................................... Diploma (Nursing), Alexandria Hospital

Sheri Putnam, Associate Professor* ..................................................... M.B.A. (Administration), Holy Family University ........................................................................................................... B.A. (Journalism), Rider University

Tracy Ramsay, Assistant Professor* ..................................................... M.S.N., B.S.N. (Nursing), Excelsior College
Jeffrey Ramsey, Associate Professor* .................................................................................. M.A. (Business Administration), Keller Graduate School of Management
Richard Rava, Associate Professor* .................................................................................. M.A. (Student Affairs and Higher Education), Ball State University
George Reeley, Assistant Professor* .................................................................................. Ph.D. (Applied Management, Decision Sciences), Walden University
Wanda Register, Associate Professor* .................................................................................. M.B.A. (General Management), Keller School of Management
John Reid, Jr., Assistant Professor* ................................................................................... M.S. (Graduate and Professional Counseling), Concordia University
Erika Reyes, Associate Professor* ...................................................................................... M.B.A. (Business Administration), Ottawa University
Lynn Reynolds, Assistant Professor* .................................................................................. M.A. (Early Childhood Education), Piedmont University
Kathleen Richards, Assistant Professor* ............................................................................. M.A. (Education), B.S. (Health Sciences), Trident University International
Arlene Rivero, Assistant Professor* .................................................................................... M.S. (Accounting), Nova Southeastern University
Sarah Robertson, Assistant Professor* ................................................................................ M.S.C., B.S. (Criminology), Indiana State University
Diana Robinson, Assistant Professor* ................................................................................ M.A. (Adlerian Counseling and Psychology), Adler Graduate School
Timothy Robinson, Associate Professor* ............................................................................. M.B.A. (Business), Keller Graduate School of Management
James Rolfes, Professor* ................................................................................................. M.B.A. (Marketing), Eastern Michigan University
Charlene Romer, Professor* ............................................................................................... B.S., A.S. (Business Administration), Wayne State University
Luis Rosado, Associate Professor* ..................................................................................... D.C. (Chiropractic), Logan University
Ronald Rosalik, Associate Professor* ............................................................................... B.S., A.S. (Business Administration), Wayne State University
Peter Roscoe, Associate Professor* ................................................................................... B.S. (Human Kinetics), University of Windsor
Alan Rossi, Associate Professor, System Division Chair ................................................. M.A. (Adult Education and Distance Learning), University of Phoenix
Andrew Rule, Associate Professor, Program Chair .......................................................... M.B.A. (Business Administration), Indiana Wesleyan
Shelley Safian, Professor* .................................................................................................. Ph.D. (Human Services), Capella University
Usama Saleh, Professor* .................................................................................................... Ph.D., M.S. (Nursing), University of Kentucky
Jeanne Sands, Associate Professor* .................................................................................. M.B.A. (Business Administration), University of Wisconsin—LaCrosse
Thomas Schaefer, Professor* ........................................................................................... B.S. (Management Information Systems), University of Wisconsin—LaCrosse

Associate Professor, System Division Chair: Timothy Robinson

Assistant Professor* .................................................................................................................

Graduate Certificate (Health Services Management), Keller Graduate School of Management

D.C. (Chiropractic), Logan University

M.S. (Sports Science and Rehabilitation), Logan University

M.B.A. (Marketing), Eastern Michigan University

M.A. (Organizational Management), University of Phoenix

D.A. (Management), Argosy University

M.B.A. (International Trade), University of Sarasota
Christine Schmitz, Assistant Professor* .............................................................................................................. B.A. (Computer Science), University of Tennessee

Annie Schultz, Assistant Professor, Program Chair .................................................................................................. M.S. (Mathematics), University of Wisconsin—Milwaukee

Ann Schwalboski, Associate Professor* .................................................................................................................. M.A. (Mass Communication), Bowling Green University

Charlotte Scott, Associate Professor* .................................................................................................................... M.S. (Management and Organizational Behavior), Silver Lake College

Aaron Sears, Assistant Professor* ........................................................................................................................... M.S. (Criminal Justice), Kaplan University

Matthew Sedlar, Assistant Professor* ...................................................................................................................... B.S. (Community Education), University of Wisconsin—Madison

Diana Shannon, Assistant Professor* ....................................................................................................................... M.Ed. (Teaching and Learning with Technology), Ashford University

Latrice Shannon, Associate Professor* ..................................................................................................................... M.S. (Biology, Criminal Justice and Political Science), University of Wisconsin—Madison

Daniel Shapiro, Associate Professor* ..................................................................................................................... M.F.A. (Creative Writing), Emerson College

Melissa Shew, Assistant Professor* .......................................................................................................................... M.S. (Nursing), University of Phoenix

Eleana Shipman, Assistant Professor* ........................................................................................................................ B.A. (Healthcare Studies and Education), Ashford University

Robert Shoffner, Associate Professor* .................................................................................................................... B.A. (Media Studies), Judson University

Kara Silvers, Associate Professor* ............................................................................................................................ M.S., B.S. (Education), Auburn University

Stephen Simmons, Professor* ................................................................................................................................. M.Ed. (Teaching and Learning), Liberty University

Aileen Smith, Associate Professor* .......................................................................................................................... M.S. (Mathematics), University of California—Davis

Ann Schwalboski, Assistant Professor .................................................................................................................... B.A. (Computer Science), University of California—Davis

Charlotte Scott, Associate Professor* ..................................................................................................................... B.S. (Molecular Genetics), University of Toledo

Rebecca Stahl, Professor* ......................................................................................................................................... M.D. (Medicine), University of Wisconsin—Madison

Marie Stangl, Associate Professor* .......................................................................................................................... M.B.A. (Medical Group Management), University of St. Thomas

Alison Starr, Assistant Professor* ........................................................................................................................... D.B.A. (General Business), Columbia Southern

Kenneth Steeg, Associate Professor* ....................................................................................................................... M.P.A. (Public Affairs), Indiana University

David Steele, Professor* ............................................................................................................................................. J.D. (Law), Florida Coastal School of Law

Alexander Stoltz, Associate Professor* .................................................................................................................... M.S. (Manufacturing Systems Engineering), University of Wisconsin—Madison

Brian Stout, Assistant Professor ................................................................................................................................ B.S. (Manufacturing Engineering Technology), Milwaukee School of Engineering

Dawn Strauss-Berta, Professor* ................................................................................................................................. D.C. (Chiropractic), Palmer College of Chiropractic
Greg Walsko, Associate Professor* .......................................................... M.A. (Mass Communication), University of Wisconsin—Milwaukee
.............................................................................................................. B.A. (Film Studies), University of Wisconsin—Milwaukee

Kathy Stricklin, Associate Professor* .......................................................... M.B.A. (Executive Management), Ashland University
.............................................................................................................. B.S. (Marketing, Sales and Business), Ashland University

George Strohm, Professor* .......................................................... M.Ed. (Guidance and Counseling), Eastern Illinois University
.............................................................................................................. B.A. (General Studies), Eastern Illinois University

Tara Sullivan, Assistant Professor* .......................................................... M.S. (Human Movement), A.T. Stills University
.............................................................................................................. B.S. (Exercise and Sport Science), Oregon State University

Felicia Taylor, Professor* .......................................................... Ph.D. (Curriculum and Instruction), University of Florida
.............................................................................................................. M.S. (Mathematics Education), University of Florida

Garren Taylor, Assistant Professor* .......................................................... M.S. (Criminal Justice), American Military University
.............................................................................................................. B.S. (Education), University of Idaho

Shelley Thomas, Assistant Professor* .......................................................... M.B.A. (Business), Tulane University
.............................................................................................................. B.S. (Business Administration), Xavier University

Vladimir Thomas, Associate Professor* .......................................................... Ph.D. (Philosophy), University of Banja Luka
.............................................................................................................. M.B.A. (Marketing), Herzing University

Andrea Thomason, Assistant Professor* .......................................................... M.S. (Tropical Plant Science), James Cook University
.............................................................................................................. B.S. (Resource Ecology and Management), University of Michigan

Sharion Thompson, Assistant Professor* .......................................................... M.H.A. (Health Administration), University of Phoenix
.............................................................................................................. B.S. (Individual Studies), Eastern Michigan University

Gale Tolan, Associate Professor* .......................................................... Ed.D. (Leadership), University of Phoenix
.............................................................................................................. M.S. (Administration), Central Michigan University
.............................................................................................................. B.A. (Criminology), Saint Leo University

Lejia Tricic, Assistant Professor* .......................................................... M.F.A. (Creative Writing), California State University Fresno
.............................................................................................................. M.A. (Literature), California State University Fresno
.............................................................................................................. B.S. (English), California State University Fresno

Todd Truax, Assistant Professor* .......................................................... M.B.A. (Business Administration), University of Iowa
.............................................................................................................. B.S. (Business Administration), University of Northern Iowa

Donna Tufares, Assistant Professor* .......................................................... M.I.T. (Internet Security), American Intercontinental University
.............................................................................................................. B.I.T. (Network Administration), American Intercontinental University
.............................................................................................................. A.A.S. (Microcomputer Technology), New Mexico State University

Debra Vance, Associate Professor* .......................................................... M.P.H. (Public Health), Suffolk University
.............................................................................................................. B.A. (Business), Salem State

Shahrokh (Charles) Vaziri, Associate Professor* .......................................................... M.S., B.S. (Mathematical Sciences), Virginia Commonwealth University

Kate Vega, Associate Professor* .......................................................... M.A. (Linguistics), University of South Carolina
.............................................................................................................. M.A. (Medieval Studies), Western Michigan University

William Vitalec, Assistant Professor* .......................................................... M.S. (Information Technology), Capella University
.............................................................................................................. B.S. (Information Systems Security), Westwood College

Greg Walsko, Associate Professor* .......................................................... M.A. (Mass Communication), University of Wisconsin—Milwaukee
.............................................................................................................. B.F.A. (Film Studies), University of Wisconsin—Milwaukee

Sharyn Warren, Assistant Professor* .......................................................... M.S. (Management), University of Maryland
.............................................................................................................. B.A. (Management and Communication), Concordia University

Stephen Webber, Associate Professor* .......................................................... M.F.A. (Creative Writing), New Mexico State University
.............................................................................................................. B.A. (English), Oklahoma State University
Robert Whale, Associate Professor* .................................................................................................................. M.S. (Computer Science), Brigham Young University

Lisa Whitaker, Assistant Professor* .................................................................................................................. M.A. (Mathematics Education), DePaul University

Earla White, Associate Professor, Program Chair .................................................................................................. Ph.D. (Health Services, Health Promotion and Education), Walden University

M.Ed. (Educational Leadership, Higher Education), Northern Arizona University

B.S. (Health Promotion), Northern Arizona University

Elshaddai White, Assistant Professor* .................................................................................................................. M.S. (Biology), Jacksonville State University

Janice Whittaker, Associate Professor* .................................................................................................................. M.B.A. (Accounting), Davenport University

Kelly Williams, Associate Professor* .................................................................................................................. M.B.A. (Healthcare Management), Keller Graduate School

B.A.T. (Healthcare Management and Administration), Idaho State University

Kimberly Wilson, Assistant Professor* .................................................................................................................. M.S. (Education - Mathematics: Grades 6-8), Walden University

B.S. (Elementary Education), Western Illinois University

Natasha Wilson, Associate Professor* .................................................................................................................. D.C. (Chiropractic), Life University

M.A. (Rehabilitation Counseling), South Carolina State University

Kelly Witter, Associate Professor* .................................................................................................................. M.S. (Nursing), University of Phoenix

B.S., A.S. (Nursing), Indiana University

Alana Wood, Associate Professor ...................................................................................................................... MSN-FNP, B.S.N., A.S.N.

Dorothy Wright, Professor* ................................................................................................................................. D.C. (Chiropractic), Life Chiropractic College

B.S. (Business Education), Tennessee State University

Emily Young, Assistant Professor* ...................................................................................................................... M.B.A. (Management and Strategy), Western Governors University

B.S. (Accounting and Finance), University of Wisconsin—Milwaukee

Natasha Zanders, Assistant Professor* .................................................................................................................. M.S. (Plant and Soil Sciences), Alabama A&M University

B.S. (Biology), Fort Valley State University

Hong Zhao, Associate Professor* ...................................................................................................................... M.S. (Accountancy), California State University—Los Angeles

M.M. (Management), Harbin University

Stephanie Zylika, Assistant Professor .................................................................................................................. M.S. (Counseling), Mount Mary University

B.S. (Psychology and Human Development), University of Wisconsin—Green Bay

Orlando Campus

Kim Callahan, Assistant Professor* ...................................................................................................................... M.S. (Nursing), University of Phoenix

Alice Cruz, Associate Professor .......................................................................................................................... M.S. (Nursing Education), University of Phoenix

B.S. (Nursing), Florida Southern College

Patricia Cummings, Assistant Professor ............................................................................................................. M.S.N. (Nursing), Liberty University

B.S.N. (Nursing), Indiana State University

Joshua Dodge, Assistant Professor ..................................................................................................................... M.S., B.S. (Mathematics), University of Central Florida

Jennifer Drapp, Assistant Professor .................................................................................................................... M.S.N., B.S.N. (Nursing), University of Central Florida

Shaeye Frierson, Instructor ................................................................................................................................. B.S., A.S. (Nursing), Herzing University

Wendy Garcia-McLeod, Assistant Professor .......... M.B.A. (Business Administration and Healthcare Management), University of Phoenix

B.S. (Nursing), University of Phoenix

Nina Goddin, Assistant Professor ....................................................................................................................... M.S. (Nursing), University of Central Florida

Maria Gonzalez, Assistant Professor* .................................................................................................................... M.S. (Nursing), University of Phoenix

B.S. (Nursing), Puerto Rico University

Richard Green, Assistant Professor .................................................................................................................... M.S. (Education), Florida State University
Lori Guiseppi, Associate Professor

Monica Krogmann, Assistant Professor

Fiona Mackay, Assistant Professor*

Heather Manolas, Assistant Professor*

Jerrine May, Assistant Professor, Program Chair

Dustin McKinley, Assistant Professor

James Metcalf, Assistant Professor

Marcia Smythe,

Vijaya Telu

Melissa Radecki, Assistant Professor

Pamela Rodriguez, Assistant Professor

Yasser Saad, Associate Professor*

Lynn Scussel, Assistant Professor

Becky Sellers, Instructor

Marcia Smythe, Associate Professor

Vijaya Telu, Assistant Professor*

Sylvia Torres-Thomas, Assistant Professor*

Amy Vernon, Associate Professor, Program Chair

Cherry Villanueva, Assistant Professor*

William Young III, Assistant Professor

Lara Zerkowski, Assistant Professor

Toledo Campus

Nikki Barnett, Instructor*

Mustafa Bourawi, Assistant Professor*

University Information
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education/program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marc Delph</td>
<td>Associate Professor, Department Chair</td>
<td>M.A. (English), Bowling Green State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A. (Journalism), Bowling Green State University</td>
</tr>
<tr>
<td>Gary Easterly</td>
<td>Assistant Professor*</td>
<td>Ph.D., M.B.A. (Business Administration), NorthCentral University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. (Special Education), University of Toledo</td>
</tr>
<tr>
<td>Kathleen France</td>
<td>Assistant Professor*</td>
<td>M.A. (Communication), Bowling Green State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A. (Education, Speech, and English), Ball State University</td>
</tr>
<tr>
<td>Destani Fuhr</td>
<td>Instructor, Program Chair</td>
<td>B.A.S. (Surgical Technology), Owens Community College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.A.S. (Surgical Technology), Herzing University</td>
</tr>
<tr>
<td>Derick Gant</td>
<td>Instructor*</td>
<td>D.B.A. (Management and Communication), Bowling Green State University</td>
</tr>
<tr>
<td>Julie Glassmoyer</td>
<td>Instructor</td>
<td>A.S. (Surgical Technology), Herzing University</td>
</tr>
<tr>
<td>Robert Jones</td>
<td>Assistant Professor*</td>
<td>M.A. (Education), University of Toledo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S. (Business), Indiana University</td>
</tr>
<tr>
<td>Thomas Knoeldier</td>
<td>Associate Professor</td>
<td>M.A., B.S. (Biology), University of Toledo</td>
</tr>
<tr>
<td>Kimberly Sanders</td>
<td>Assistant Professor, Program Chair</td>
<td>B.S. (Interdisciplinary Studies), Stautzenberger College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.S. (Medical Assisting), Stautzenberger College</td>
</tr>
<tr>
<td>Thomas Schmitt</td>
<td>Assistant Professor*</td>
<td>M.S. (Educational Psychology), University of Toledo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ed.S. (Guidance Counseling), University of Toledo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S. (Chemistry, Biology), Mt. Union College</td>
</tr>
<tr>
<td>William Schmoekel</td>
<td>Assistant Professor, Program Chair</td>
<td>M.S. (Networking Architecture), University of Toledo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S. (Operations Analysis), University of Toledo</td>
</tr>
<tr>
<td>Jennifer Simmons</td>
<td>Instructor*</td>
<td>A.S. (Surgical Technology), Owens Community College</td>
</tr>
<tr>
<td>Munir Simon</td>
<td>Assistant Professor*</td>
<td>M.B.A. (Marketing), Rutgers University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S. (Chemical Engineering), University of Toledo</td>
</tr>
<tr>
<td>Donielle VanBuren</td>
<td>Instructor</td>
<td>B.S. (Interdisciplinary Studies), University of Toledo</td>
</tr>
<tr>
<td>Julie Young</td>
<td>Assistant Professor, Program Chair</td>
<td>B.S. (Technical Education), Bowling Green State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.S. (Office Administration), Owens Community College</td>
</tr>
</tbody>
</table>
STATE APPROVALS

Herzing University is authorized to offer undergraduate educational programs in the various states in which it operates by the following state boards, commissions, and departments, or otherwise pursuant to applicable state law. Not all programs are available in all states. Students should not confuse permission for Herzing University to operate in a state or educate students from a particular state online with special or programmatic approvals that may be required or preferred to work in a given field in some states. Students should independently investigate and ensure that the program they desire is offered on the campus they intend to enroll in via the desired format and with the potential outcome they desire. Students should rely only on the written information provided in the academic catalog and not on oral or unofficial representations or other documents. The fact that a program is currently offered on a campus does not ensure, nor does Herzing University guarantee, that all courses will always be available on that campus in the specific format the student selected; however, a student will always be provided with a path to completion, despite the potential change in format of course offerings.

Further information may be obtained by contacting the following state approving commissions, boards, offices, and departments.

ALABAMA

Birmingham Campus
Alabama Commission on Higher Education
100 North Union Street
P. O. Box 302000
Montgomery, Alabama 36130-2000
(334) 242-1998
www.ache.alabama.gov

Alabama Board of Nursing
RSA Plaza
770 Washington Avenue, Suite 250
Montgomery, Alabama 36104
(334)293-5200
www.abn.alabama.gov

FLORIDA

Orlando Campus
Commission for Independent Education
Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, Florida 32399-0400
(850) 245-3200
(888)224-6684
www.fldoe.org/policy/cie

Department of Health
Florida Board of Nursing
4042 Bald Cypress Way
Tallahassee, Florida 32399-3252
(850)245-4125
www.floridasnursing.gov

GEORGIA

Atlanta Campus
Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, Georgia 30084-5305
(770) 414-3300
www.gnpec.org

GEORGIA BOARD OF NURSING
237 Coliseum Drive
Macon, Georgia 31217-3858
(478)207-2440
www.sos.georgia.gov/plb/rn/

LOUISIANA

New Orleans Campus
Herzing University, New Orleans, is licensed by the Louisiana Board of Regents and adheres to the rules and regulations of the Louisiana Proprietary Schools Advisory Commission.

State of Louisiana Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, Louisiana 70802
(225) 342-4253
www.regents.louisiana.gov

MINNESOTA

Herzing University Minneapolis and Online
Herzing University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to all other institutions.

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, Minnesota 55108-5265
(651) 642-0533
www.ohe.state.mn.us
NEBRASKA
Omaha School of Massage and Healthcare of Herzing University
Nebraska’s Coordinating Commission for Postsecondary Education
140 North 8th Street, Suite 300
Lincoln, Nebraska 68508-1359
(402) 471-2847
www.ccpe.state.ne.us
Nebraska Department of Health and Human Services
Licensure Unit
Nebraska State Office Building
301 Centennial Mall South, 3rd Floor
P.O. Box 94986
Lincoln, Nebraska 68509-4986
(402) 471-2115
www.dhhs.ne.gov/publichealth

OHIO
Akron and Toledo Campuses
Ohio Department of Higher Education
25 South Front Street
Columbus, Ohio 43215
(614) 466-6000
www.ohiohighered.org/contact-us
Ohio Board of Nursing (Akron Campus only)
17 South High Street, Suite 400
Columbus, Ohio 43215-7410
(614) 466-3947
www.nursing.ohio.gov

WISCONSIN
Brookfield, Kenosha, and Madison Campuses and Herzing Online
Herzing University operates in the State of Wisconsin pursuant to its status as a private non-profit institution that is tax-exempt under section 501 of the Internal Revenue Code and that has had its administrative headquarters and principal place of business in Wisconsin since prior to 1970, which under Wisconsin Statutes Section 38.50(1)(e) exempts it from additional state authorization requirements. The following agencies in the State of Wisconsin approve one or more individual programs offered by the University:
Wisconsin Department of Safety and Professional Services
Board of Nursing
1400 East Washington Avenue
Madison, Wisconsin 53703
(608) 266-2112
www.dspswi.gov
Wisconsin Department of Safety and Professional Services
Chiropractic Examining Board
1400 East Washington Avenue
Madison, Wisconsin 53703
(608) 266-2112
www.dspswi.gov

OTHER STATES (DISTANCE/ONLINE EDUCATION)
Herzing Online has made a good-faith effort to follow each individual state’s regulations concerning offering distance educational programs in that respective state. Students should investigate and ensure that the program they desire, if offered in a distance/online format, meets the requirements of the profession in their state. Herzing University makes every effort to ensure it is in compliance with all applicable laws, regulations and accreditation standards. Education on the State level is regulated by each of the 50 States plus U.S. Territories. Therefore, it is possible that Herzing University has the authority to offer degrees to students through license, exemption or non-regulation by one State that does not exist in another State. Students who are admitted into Herzing University while living in one State should, prior to relocating to another State, inquire from Herzing University as to whether or not it is authorized (license, exemption or non-regulation) to offer the degree program to students in their new State. Failure to assure whether or not Herzing University has the ability to offer degrees in the State of a student’s new residency could result in the student having to be dismissed by the University as may be required by law.
For additional information, e-mail your questions to states@herzing.edu.
Herzing University is not enrolling new students in the following states:
- Arkansas
- District of Columbia
- Wyoming

Not all programs are available in all states. Contact the Online Admissions Office for program availability at onl-info@herzing.edu or (866) 508-0748.
STATE CONTACT INFORMATION

This list includes contact information for all 50 states, the District of Columbia, and Puerto Rico and should not be construed as informative of what agencies regulate the institution or in what states the institution is licensed or required to be licensed. States, through the relevant agencies or Attorney Generals Offices, will accept complaints regardless of whether the institution is required to be licensed in that state. Contact information may change; the University makes best efforts to update when it becomes aware of such changes.

ALABAMA
Alabama Commission on Higher Education
P. O. Box 302000
Montgomery, AL 36130-2000
https://www.accs.cc/index.cfm/school-licensure/complaints/
Telephone: (334) 242-1998 • Fax: (334) 242-0268

ALASKA
Alaska Commission on Postsecondary Education
P.O. Box 110505
Juneau, AK 99811-0505
Email: EED.ACPE-JA@alaska.gov
http://acpe.alaska.gov/About_Us/Consumer_Protection
Telephone: (800) 441-2962 • Fax: (907) 465-5316

Arkansas Office of Attorney General, Consumer Protection Unit
1031 West Fourth Avenue, Suite 200
Anchorage, AK 99501-5903
http://www.law.alaska.gov/department/civil/consumer/cp_complaint.html
www.law.state.ak.us/pdf/consumer/FORM_complaint.pdf
Telephone: (888) 576-2529

ARIZONA
Arizona State Board for Private Postsecondary Education
1400 West Washington Street, Room 260
Phoenix, AZ 85007
Telephone: (602) 542-5709
https://ppse.az.gov/complaint

ARKANSAS
Arkansas State Board of Private Career Education
501 Woodlane, Suite 104
Little Rock, AR 72201
Email: sbpce@arkansas.gov
http://sbpce.arkansas.gov/students/Pages/complaintProcess.aspx
Telephone: (501) 683-8000 • Fax number is (501) 683-8050.

Arkansas Higher Education Coordinating Board
Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201
Email: ADHE_Info@adhe.edu
http://www.adhe.edu/students-parents/colleges-universties/student-grievance-form
Telephone: (501) 371-2000

CALIFORNIA
California Bureau of Private Postsecondary Education
P.O. Box 980818
W. Sacramento, CA 95798-0818
Email: bppe@dca.ca.gov
www.bppe.ca.gov/forms_pubs/complaint.pdf
http://www.bppe.ca.gov/enforcement/complaint.shtml
Telephone: (888) 370-7589 • Fax: (916) 263-1897

COLORADO
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, Colorado 80202
http://highered.colorado.gov/Academics/Complaints/FileComplaint.aspx
Telephone: (303) 862-3001 • Fax: (303) 996-1329

CONNECTICUT
Connecticut Office for Higher Education
Education & Employment Center
61 Woodland Street
Hartford, CT 06105-2326
Email: edinfo@ctoho.org
http://www.ctoho.org/POSA/StudentInfo.shtml#Complaint
Telephone: (860) 947-1800 • Fax: (860) 947-1311

Connecticut Department of Consumer Protection
Complaint Center
165 Capitol Avenue, Room 110
Hartford, CT 06106
Email: Dcp.frauds@ct.gov
Telephone: (800) 842-2649 • Fax: (860) 707-1966

DELAWARE
Delaware Higher Education Office
The Townsend Building
401 Federal Street, Suite 2
Dover, DE 19901
Email: dheo@doe.k12.de.us
http://highered.delaware.gov/Complaints/Pages/complaint.aspx
Telephone: 800-292-7935 • Fax: (302) 735-4120

Delaware Attorney General, Department of Justice
Consumer Protection Division
Carvel State Office Building
820 North French Street, 5th Floor
Wilmington, DE 19801
Email: consumer.protection@state.de.us
http://attorneygeneral.delaware.gov/fraud/cpu/complaint.shtml
Telephone: (800) 220-5424 • Fax (302) 577-6499

DISTRICT OF COLUMBIA
District of Columbia Office of the State Superintendent of Education
Education Licensure Commission
810 First Street NE, 9th Floor
Washington, DC 20002
Email: osse@dc.gov
Telephone: (202) 727-6436

FLORIDA
Florida Commission on Independent Education
325 West Gaines Street
Suite 1414
Tallahassee, FL 32399-0400
Email: cieinfo@fldoe.org
Telephone: (888) 224-6684 • Fax: (850) 245-3238

GEORGIA
Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, GA 30084-5305
http://gnpec.org/consumer-resources/
Telephone: (770) 414-3300 • Fax: (770) 414-3309

HAWAII
Hawaii Post-Secondary Education Authorization Program
Department of Commerce and Consumer Affairs
P.O. Box 541
Honolulu, HI 96809
Email: hpeap@dcda.hawaii.gov
http://cca.hawaii.gov/hpeap/forms/student-forms/
http://cca.hawaii.gov/hpeap/student-complaint-process/
Telephone: (808) 586-7327

Department of Commerce and Consumer Affairs
Office of Consumer Protection
Leiopapa A Kamehameha Building
235 South Beretania Street, Room 801
Honolulu, Hawaii 96813-2419
Email: ocp@dcda.hawaii.gov
www.hawaii.gov/dcca/ocp/consumer_complaint
Telephone: (808) 586-2630 • Fax: (808) 586-2640

IDAHO
Office of the State Board of Education
Attn: Private Postsecondary and Proprietary Schools
P.O. Box 83720
650 West State Street, Suite 307
Boise, ID 83720-0037
Telephone: (208) 334-2270 • Fax: (208) 334-2632

ILLINOIS
Illinois Board of Higher Education
1 N. Old State Capitol Plaza, Suite 333
Springfield, Illinois 62701-1377
Email: info@ibhe.org
http://www.ibhe.org/consumerinfo/complaint.htm
Telephone: (217) 557-7359 • Fax: (217) 782-8548
Office of the Illinois Attorney General Consumer Protection Bureau
500 South Second Street
Springfield, IL 62706
Consumer Fraud Hotline: (800) 243-0618
Illinois Attorney General—Consumer Protection Bureau
http://illinoisattorneygeneral.gov/consumers/filecomplaint.html

INDIANA
Indiana Commission for Higher Education
101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206
Email: complaints@che.in.gov
www.in.gov/che/2373.htm
www.in.gov/che/2744.htm
Telephone: (317) 464-4400 ext. 0
Board for Proprietary Education
Indiana Commission for Higher Education
101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206
Email: complaints@che.in.gov
http://www.in.gov/che/2744.htm
Telephone: (317) 464-4400 ext. 0
Office of the Indiana Attorney General
Consumer Protection Division
302 West Washington Street, 5th Floor
Indianapolis, IN 46204-2770
https://secure.in.gov/attorneygeneral/2434.htm
Telephone: (800) 382-5516 • Fax: (317) 233-4393

IOWA
Iowa College Student Aid Commission
430 East Grand Avenue, FL 3
Des Moines, IA 50309-1920
https://www.iowacollegeaid.gov/content/constituent-request-review
Telephone: (515) 725-3400 • Fax: (515) 725-3401

KANSAS
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-7512
Email: cpeconsumercomplaint@ky.gov
http://www.cpe.ky.gov/forstudents/consumercomplaints/
Telephone: (502) 573-1555 • Fax: (502) 573-1535

Kentucky Office of the Attorney General
Consumer Protection Division
1024 Capital Center Drive, Suite 200
Frankfort, KY 40601
http://ag.ky.gov/civil/consumerprotection/complaints/Pages/default.aspx
Telephone: (502) 696-5389

Louisiana Board of Regents
P.O. Box 3677
Baton Rouge, LA 70821-3677
http://www.regents.la.gov/assets/docs/2014/07/StudentComplaintProcedure.pdf
Telephone: (225) 342-7084 • Fax: (225) 342-3371

Louisiana Attorney General Office
Consumer Protection Section
P.O. Box 94005
Baton Rouge, LA 70804
Email: ConsumerInfo@ag.state.la.us
www.ag.state.la.us/Complaint.aspx?articleID=16&catID=15
Telephone: (800) 351-4889 • Fax: (225) 326-6499

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
www.mhec.state.md.us/career/pcs/gripe.asp
Telephone: (800) 974-0203 • Fax: (410) 332-0270

Maryland Attorney General
Consumer Protection Division
200 St. Paul Place
Baltimore, MD 21202
Email: consumer@oag.state.md.us
http://www.oag.state.md.us/Consumer/complaint.htm
Telephone: (410) 528-8662 Consumer complaint hotline

Massachusetts Board of Higher Education
One Ashburton Place
Room 1401
Boston, MA 02108
http://www.mass.edu/forstufam/complaints/complaints.asp
Telephone (617) 994-6950

Michigan Department of Licensing and Regulatory Affairs
Corporations, Securities & Commercial Licensing Bureau
Enforcement Division
P.O. Box 30018
Lansing, MI 48909
http://www.dleg.state.mi.us/bcsc/forms/enf/lce-992.pdf
Telephone: (517) 241-9202

Minnesota Office of Higher Education
Registration & Licensing
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
Email: info.ohe@state.mn.us
www.ohe.state.mn.us/mPg.cfm?pageID=1078
www.ohe.state.mn.us/mPg.cfm?pageID=1565
Telephone: (800) 657-3866

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211-6453
www.mississippi.edu/mcca/
Telephone: (601) 432-6372 • Fax: (601) 432-6225

Mississippi Community College Board
Commission of Proprietary Schools and College Registration
3825 Ridgewood Road
Jackson, MS 39211-6453
Email: info@sbcjc.cc.ms.us
www.sbcjc.cc.ms.us/pdfs/pg/PSComplaintForm.pdf
Telephone: (601) 432-6185 • Fax: (601) 432-6363

Office of the Attorney General
State of Mississippi
P.O. Box 22947
Jackson, Mississippi 39225-2947
http://www ago.state.ms.us/forms/complaint-form/
Telephone: (800) 281-4418 • Fax: (601) 359-4231

MISSOURI
Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469
Email: info@dhe.mo.gov
Telephone: (800) 473-6757 • Fax: (573) 751-6635

MONTANA
Montana University System
Office of the Commissioner of Higher Education
2500 Broadway Street
P.O. Box 203201
Helena, MT 59620-3201
www.mus.edu/MUS-Statement-of-Complaint-Process.asp
Telephone (406) 444-6570 • Fax (406) 444-1469

Montana Department of Justice
Office of Consumer Protection
P.O. Box 200151
Helena, MT 59620-0151
Email: contactocp@mt.gov
https://doj.mt.gov/consumer/consumer-complaints/
Telephone: (800) 481-6896

NEBRASKA
Nebraska Coordinating Commission for Postsecondary Education
P.O. Box 95005
Lincoln, NE 68509
https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions
Telephone: (402) 471-2847 • Fax: (402) 471-2886

Nebraska Department of Education,
Private Postsecondary Career Schools
Investigations Office
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
http://www.education.ne.gov/PPCS/PDF%20Folders/PDF%20Documents/PPCS%20Forms/Complaint-form.pdf
Telephone: (402) 471-2295 • Fax: (402) 471-0117

Nebraska Attorney General
Consumer Protection Division
2115 State Capitol
Lincoln, NE 68509
Consumer Protection Hotline: (800) 727-6432
https://ago.nebraska.gov/forms/consumer_complaint

NEVADA
Nevada Commission on Postsecondary Education
8778 South Maryland Parkway, Suite 115
Las Vegas, NV 89123
www.cpe.state.nv.us/
www.cpe.state.nv.us/CPE%20Complaint%20Info.htm
Telephone: (702) 486-7330 • Fax: (702) 486-7340

NEW HAMPSHIRE
New Hampshire Department of Education
Division of Higher Education-Higher Education Commission
Coordinator, Dispute Resolution, and Constituent Complaints
101 Pleasant Street, Concord, NH 03301
Email: Stephen.Berwick@doe.nh.gov
Telephone: (603) 271-3494 • Fax: (603) 271-1953

NEW JERSEY
New Jersey Office of the Secretary of Higher Education
P.O. Box 542
Trenton, NJ 08625
Email: njhe@njhe.state.nj.us
http://www.state.nj.us/highered/about/CHE_Contact.shtml
Telephone: (609) 292-4310 • Fax: (609) 292-7225

New Jersey Department of Labor and Workforce Development
Center for Occupational Employment Information
P.O. Box 057, 5th Floor
Trenton, NJ 08625-0057
Email: coei_info@dol.state.nj.us
Telephone: (609) 292-8658

New Jersey Office of the Attorney General
Division of Consumer Affairs
P.O. Box 45025
Newark, NJ 07101
Email: AskConsumerAffairs@lps.state.nj.us
Telephone: (800) 242-5846

NEW MEXICO
New Mexico Higher Education Department
2048 Galisteo Street
Santa Fe, NM 87505-2100
http://www.hed.state.nm.us/students/hed-student-complaint-form.aspx
Telephone: (505) 476-8400
Fax: (505) 476-8453
NEW YORK
New York Office of College and University Evaluation
New York State Education Department
89 Washington Avenue
Room 969 EBA
Albany, NY 12234
Email: ocueinfo@mail.nysed.gov
http://www.highered.nysed.gov/ocue/spr/
COMPLAINTFORMINFO.html
Telephone: (518) 474-1551 • Fax: (518) 486-2779

New York Bureau of Proprietary School Supervision
New York State Education Department
116 West 32nd Street, 5th Floor
New York, NY 10001
www.acces.nysed.gov/bpss/contact.html
http://www.acces.nysed.gov/bpss/student-rights
http://www.acces.nysed.gov/common/acces/files/bpss/
ComplaintForm.pdf
Telephone: (212) 643-4760 • Fax: (212) 643-4765

NORTH CAROLINA
North Carolina Community College System
Office of Proprietary School Services
200 West Jones St.
5001 Mail Service Center
Raleigh, NC 27699-5001
http://www.nccommunitycolleges.edu/sites/default/files/
basic-page-file-uploads/proprietary-schools/2013_complaint_
procedures_0.pdf
Telephone: (919) 807-7061 • Fax: (919) 807-7169

Board of Governors for the University of North Carolina
North Carolina Post-Secondary Education Complaints
c/o Terrence R. Scarborough
University of North Carolina General Administration
910 Raleigh Road
Chapel Hill, NC 27515-2688
http://northcarolina.edu/?q=licensure
http://northcarolina.edu/sites/default/files/documents/
student_complaint_policy.pdf
Telephone: (919) 962-4558

NORTH DAKOTA
North Dakota Department of Career and Technical Education
(if school is “authorized”)
State Capitol—15th Floor
600 East Boulevard Avenue, Department 270
Bismarck, ND 58505-0610
Email: cte@nd.gov
www.nd.gov/cte/about/staff.html
Telephone: (701) 328-3180 • Fax: (701) 328-1255

Consumer Protection Division
(if school is “exempt” or not authorized)
Office of Attorney General Gateway Professional Center
1050 East Interstate Avenue, Suite 200
Bismarck, ND 58503-5574
Email: ndag@nd.gov
www.ag.state.nd.us/CPAT/CPAT.htm
www.ag.state.nd.us/CPAT/PDFFiles/SFN7418.pdf
Telephone: (701) 328-3404

North Dakota University System
1815 Schafer Street, Suite 202
Bismarck, ND 58501-1217
Email: ndus.office@ndus.edu
http://www.ndus.edu/system/state-authorization/
Telephone: (701) 328-2960 • Fax: (701) 328-2961

OHIO
Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215
Email: hotline@regents.state.oh.us
https://www.ohiohighered.org/students/complaints
Telephone: (614) 466-6000 • Fax: (614) 466-5866

Ohio Attorney General, Consumer Protection Section
30 East Broad Street, 14th floor
Columbus, OH 43215-3400
www.ohioattorneygeneral.gov/consumercomplaint.aspx
Telephone: (800) 282-0515

OKLAHOMA
Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Email: communicationsdepartment@osrhe.edu
www.okhighered.org/current-college-students/
complaints.shtml
Telephone: (405) 225-9100

Oklahoma State Board of Private Vocational Schools
3700 N. W. Classen Boulevard, Suite 250
Oklahoma City, OK 73118-2864
www.ok.gov/agency.php?agency_id=130
Telephone: (405) 528-3370 • Fax: (405) 528-3366

Oklahoma Office of the Attorney General
Public Protection Unit, Attn: Investigative Analyst
313 NE 21st Street
Oklahoma City, OK 73105
http://ok.gov/oag/Legal_Resources/Forms_and_Publications/
Telephone: (405) 521-3921 • Fax (405) 521-6246

OREGON
Oregon Higher Education Coordinating Commission
Office of Degree Authorization
775 Court Street NE
Salem, OR 97301
www.oregonstudentaid.gov/contact-oda.aspx
http://www.oregonstudentaid.gov/oda-doc/ODA%20
Student%20Complaint%20Form.pdf
Telephone: (503) 947-5716
Oregon Higher Education Coordinating Commission
Private Career Schools Licensing Unit
775 Court Street NE
Salem, OR 97301
Email: info.PPS@state.or.us
http://education.oregon.gov/Pages/HECC--Private-Career-Schools.aspx
Telephone: (503) 947-5716

Oregon Department of Justice
Financial Fraud/Consumer Protection Section
1162 Court Street NE
Salem, OR 97301-4096
Email: help@oregonconsumer.gov
https://justice.oregon.gov/consumercomplaints/OnlineComplaints/OnlineComplaintForm/en
Telephone: (877) 877-9392
Fax: (503) 378-8910

PENNSYLVANIA
Pennsylvania Department of Education
Postsecondary and Adult Education
333 Market Street, 12th Floor
Harrisburg, PA 17126-0333
Email: ra-pls@pa.gov
http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#.Vo0Mf03bJUU
Telephone: (717) 783-8228 • Fax: (717) 722-3622
Pennsylvania Office of the Attorney General
Bureau of Consumer Protection
15th Floor, Strawberry Square
Harrisburg, PA 17120
https://www.attorneygeneral.gov/Quick_Links/Pennsylvania_Attorney_General_Complaint_Forms/Filing_a_complaint_with_the_Attorney_General_s_Bureau_of_Consumer_Protection/
Telephone: (717) 787-9707

RHODE ISLAND
Rhode Island Board of Governors for Higher Education
Shepard Building
80 Washington Street Suite 524
Providence, RI 02903
Email: ribgh@ribgh.org
http://ribgh.org/pdfs/BOSStudentComplaintProcessII011012.pdf
Telephone: (401) 456-6000 • Fax: (401) 456-6028
Rhode Island Department of the Attorney General
Consumer Protection Unit
150 South Main Street
Providence, RI 02903
Email: contactus@riag.ri.gov
http://www.riag.ri.gov/ConsumerProtection/About.php#
Telephone: (401) 274-4400 • Fax: (401) 222-5110

SOUTH CAROLINA
South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf
Telephone: (803) 737-2260
Fax: (803) 737-2297

SOUTH DAKOTA
Office of the Attorney General
Division of Consumer Protection
1302 East Highway 14, Suite 3
Pierre, SD 57501-8053
http://www.atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx
Telephone: (605) 773-4400 • Fax: (605) 773-7163

TENNESSEE
Tennessee Higher Education Commission
Division of Postsecondary School Authorization
404 James Robertson Parkway
Parkway Towers, Suite 1900
Nashville, TN 37243-0830
http://www.tn.gov/assets/entities/thec/attachments/ComplaintForm.pdf
Telephone: (615) 741-5293 • Fax: (615) 532-8845
Office of Attorney General and Reporter
Division of Consumer Affairs
500 James Robertson Parkway, 5th Floor
Nashville, TN 37243-0600
Telephone: (615) 741-4737 • Fax: (615) 532-4994
www.tn.gov/attorneygeneral/cpro/filecomplaint.html

TEXAS
Texas Workforce Commission Career Schools and Colleges
101 East 15th Street, Room 226-T
Austin, Texas 78778-0001
Email: career.schools@twc.state.tx.us.
http://www.twc.state.tx.us/jobseekers/career-schools-colleges-students
Telephone: (512) 936-3100 • Fax: (512) 936-3111
Texas Higher Education Coordinating Board
College Readiness and Success Division
P.O. Box 12788
Austin, TX 78711-2788
Email: StudentComplaints@thecb.state.tx.us
http://www.thecb.state.tx.us/index.cfm?objectid=C9BD55D4-C5A3-4BC6-9A0DF17F467F4AE9
Telephone: (512) 427-6101
Office of the Attorney General
P.O. Box 12548, Austin, TX 78711-2548
Hathaway Building, 2nd Floor  
Cheyenne, WY 82002-0050  
Telephone: (307) 777-7675 • Fax: (307) 777-6234 

Attorney General's Office  
Consumer Protection Unit  
Kendrick Building  
2320 Capitol Avenue  
Cheyenne, WY 82002  
Email: AG.Consumer@wyo.gov  
http://ag.wyo.gov/cpu/consumer-complaints  
Telephone (307) 777-7841 • Fax: (307) 777-6869  

PUERTO RICO  
Puerto Rico Council on Higher Education  
P.O. Box 19900  
San Juan, Puerto Rico 00910-1900  
Email: cberrrios@ce.pr.gov  
www.ce.pr.gov/  
Telephone: (787) 641-7100 • Fax: (787) 641-2573  

Puerto Rico Department of Justice  
P.O. Box 9020192  
San Juan, Puerto Rico 00902-0192  
http://www.justicia.pr.gov/  
Telephone: (787) 721-2900  

VIRGIN ISLANDS  
Government of the United States Virgin Islands  
Department of Education, Office of the Commissioner  
1834 Kongens Gade  
St. Thomas, V.I. 00802  
Email: ideas@doe.vi 
http://www.vide.vi/pages/contact-us-62  
Telephone: (340) 774-0100  
Fax: (340) 779-7153
ACCREDITATION

Students should be aware that there are multiple types of accreditation and that their intended entry into their chosen profession could be impacted by these differences. For example, institutional accreditation means all students attending Herzing University are attending an accredited institution.

In addition, there are programmatic accreditation bodies which accredit specific programs (as opposed to the institution). Some states require that specific programs, even at regionally accredited institutions like Herzing University, be programmatically accredited as well. The importance of programmatic accreditation can range from a requirement to sit for licensure exams that are mandatory to work in a field to a requirement to sit for a certification exam that is not required for all employment in the field (but may be slightly to strongly preferred by employers, depending on the market) to a symbol of quality with no impact on any certification or licensure (but which may be slightly or strongly preferred by employers, depending on the market). Therefore, Herzing University has not pursued all forms of programmatic accreditation available, as this is a determination on whether the costs and requirements to do so are worth the value to the student in the respective marketplaces in the estimation of the University. The student should validate whether the specialized accreditation of a specific program, or lack thereof, is going to fit their career goals for their respective marketplace.

As a result, there is a potential that some states will not permit a student who has completed certain academic programs to become certified, licensed, or sit for a certifying or licensing examination if they graduated from a program that is not programmatically accredited. Herzing University believes in complete and forthright disclosure for each program we offer, so we clearly identify those programs that are programmatically accredited. If a Herzing University program at a specific campus (or one that is offered online) does not state it has programmatic accreditation in writing, students should assume the program does not have programmatic accreditation. Students should not rely on oral or unofficial confirmation of programmatic accreditation. Students are responsible for understanding the specific requirements for certification, licensing, and for eligibility to sit for a particular licensing examination of the state or locale in which they want to enter or practice their profession. Herzing University makes no representation, unless explicitly written, that students graduating in a particular program qualify for certification, licensing, or eligibility to sit for a licensing examination in a particular state. For further clarification, students should review the specialized program accreditation/approvals stated in the catalog and read and sign the Accreditation Disclosure for their respective campus.

INSTITUTIONAL ACCREDITATION


Herzing University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

- Master of Business Administration
- Master of Business Administration in Accounting
- Master of Business Administration in Business Management
- Master of Business Administration in Healthcare Management
- Master of Business Administration in Human Resources
- Master of Business Administration in Project Management
- Master of Business Administration in Technology Management
- Bachelor of Science in Accounting
- Bachelor of Science in Business Management With No Concentration
- Bachelor of Science in Business Management With Concentrations in:
  - Business Administration
  - Human Resource Development
  - International Business
  - Marketing
- Associate of Science/Applied Science in Accounting
- Associate of Science/Applied Science in Business Management

Any business program that is not listed above is not currently accredited through the IACBE. The International Assembly for Collegiate Business Education (IACBE) can be contacted at 11374 Strang Line Road, Lenexa, Kansas, 66215, 1-913-631-3009, www.iacbe.org).
SPECIALIZED PROGRAM ACCREDITATIONS, CERTIFICATIONS, AND LICENSURES BY CAMPUS

Herzing University also holds programmatic accreditations or approvals for selected programs at selected locations. Not all programs require specialized programmatic accreditation, and some new programs must be in operation for a period of time before specialized accreditation can be obtained. Specialized programmatic accreditation may be required for graduates to be eligible to take some licensure or certification examinations. Unless this catalog specifically and unequivocally states that a particular program at a particular campus (including Herzing Online) is programmatically accredited and qualifies a student for licensing, certification, or to be eligible to sit for a licensing examination, students should conclude the program offered on the campus they are enrolled at is not programmatically accredited. Students should independently investigate the specific licensing requirements for their program in the specific state or locale for which they anticipate seeking employment.

AKRON CAMPUS OF HERZING UNIVERSITY

1. Regional Accreditation: Herzing University is accredited by the Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, 800-621-7440, www.hlcommission.org). This means all students attending Herzing University are attending an accredited institution.

2. State Approval: All programs at the Akron Campus of Herzing University are approved by the Ohio Department of Higher Education (25 South Front Street, Columbus, Ohio, 43215-3414, 614-466-6000, www.ohiohighered.org/contact-us).

3. Associate of Applied Science in Nursing: The Associate of Applied Science in Nursing program at the Akron Campus is approved by the State of Ohio Board of Nursing (17 South High Street, Suite 400, Columbus, Ohio, 43215-7410, 614-466-3947, www.nursing.ohio.gov). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Associate of Applied Science in Nursing program at the Akron Campus is accredited by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, www.acenursing.org).

4. Bachelor of Science in Nursing: The Bachelor of Science in Nursing program at the Akron Campus is granted Conditional Approval approved by the State of Ohio Board of Nursing (17 South High Street, Suite 400, Columbus, Ohio, 43215-7410, 614-466-3947, www.nursing.ohio.gov). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Bachelor of Science in Nursing program at the Akron Campus does not have specialized programmatic accreditation. No representation has been made as to when or if such accreditations will be obtained. New and current students should not plan on the program having said accreditation at the time they graduate. Some employers may prefer applicants from programs that have accreditation. Students are advised to consult with employers of preference as to the importance of this accreditation on their hiring decisions.

5. Medical Assisting Services: The Diploma in Medical Assisting Services program at the Akron Campus is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP, 1361 Park Street Clearwater, Florida, 33756, 727-210-2350, www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Consequently, students completing the program are eligible to take the Certified Medical Assistant exam offered by the American Association of Medical Assistants, www.aama-ntl.org.

6. Dental Assisting: The Associate of Applied Science in Dental Assisting and the Diploma in Dental Assisting programs at the Akron Campus are accredited by the Commission on Dental Accreditation (CODA, 211 East Chicago Avenue, Chicago, Illinois, 60611-2678, 312-440-4653, www.ada.org/100.aspx). Consequently, graduates are eligible to take the examinations leading to certified dental assistant (CDA®) certification through the Dental Assisting National Board ( DANB).

7. Medical Laboratory Technician: The Associate of Applied Science in Medical Laboratory Technician program at the Akron Campus is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS, 5600 North River Road, Suite 720, Rosemont, Illinois, 60018, 773-714-8880, www.naacls.org). Consequently, graduates are eligible to take the examination for the medical laboratory technician certification offered by the American Society for Clinical Pathology.

8. Legal Studies: Graduates of the Associate of Applied Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Akron Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants, www.nala.org. These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, www.americanbar.org). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.
9. **Health Information Management**: The Bachelor of Science in Health Information Management and the Associate of Applied Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 31st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, [www.cahiim.org](http://www.cahiim.org)). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam, both offered through the American Health Information Management Association (AHIMA).

10. **Accounting**: The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor’s degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

11. **Other Programs**: No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

**ATLANTA CAMPUS OF HERZING UNIVERSITY**

1. **Regional Accreditation**: Herzing University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, [www.hlcommission.org](http://www.hlcommission.org), 800-621-7440. This means all students attending Herzing University are attending an accredited institution.

2. **State Approval**: All programs at the Atlanta Campus of Herzing University are approved by the Georgia Nonpublic Postsecondary Education Commission (2082 East Exchange Place, Suite 220, Tucker, Georgia, 30084-5305, 770-414-3300, [www.gnpec.org](http://www.gnpec.org)).

3. **Nursing**: The Bachelor of Science in Nursing program at the Atlanta Campus is initially approved by the Georgia State Board of Nursing (237 Coliseum Drive, Macon, Georgia, 31217-3858, 478-207-2440, [www.sos.georgia.gov/plb/rn/](http://www.sos.georgia.gov/plb/rn/)). Consequently, students are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Bachelor of Science in Nursing program at the Atlanta Campus is accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle, NW, Suite 530 Washington, DC, 20036-1120, 202-887-6791, [www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation)).

4. **Legal Assisting/Paralegal**: Graduates of the Associate of Science in Legal Assisting/Paralegal and the Bachelor of Science in Legal Studies programs at the Atlanta Campus are eligible to take the certified paralegal examination through the National Association of Legal Assistants ([www.nala.org](http://www.nala.org)). The Associate of Science in Legal Assisting/Paralegal and the Bachelor of Science in Legal Studies programs at the Atlanta Campus are approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, [www.americanbar.org](http://www.americanbar.org)).

5. **Health Information Management**: The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 21st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, [www.cahiim.org](http://www.cahiim.org)). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both are offered through the American Health Information Management Association (AHIMA).

6. **Accounting**: The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor’s degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as
BIRMINGHAM CAMPUS OF HERZING UNIVERSITY

1. Regional Accreditation: Herzing University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, www.hlcommission.org, 800-621-7440. This means all students attending Herzing University are attending an accredited institution.


3. Diploma in Practical Nursing: The Diploma in Practical Nursing program at the Birmingham Campus is approved by the Alabama Board of Nursing (RSA Plaza, 770 Washington Avenue, Suite 250, Montgomery, Alabama, 36104, 334-293-5200, www.abn.alabama.gov). Consequently, graduates of the Practical Nursing program are eligible to sit for the National Council of State Boards of Nursing (NCLEX-PN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a practical nurse. The Diploma in Practical Nursing program at the Birmingham Campus does not have specialized programmatic accreditation by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, www.acenursing.org). No representation has been made as to when or if such accreditations will be obtained. New and current students should not plan on the program having said accreditation at the time they graduate. Some employers may prefer applicants from programs that have ACEN accreditation. Students are advised to consult with employers of preference as to the importance of this accreditation on their hiring decisions.

4. Associate of Science in Nursing—LPN to RN Bridge: The Associate of Science in Nursing—LPN to RN Bridge program at the Birmingham Campus is approved by the Alabama Board of Nursing (RSA Plaza, 770 Washington Avenue, Suite 250, Montgomery, Alabama, 36104, 334-293-5200, www.abn.alabama.gov). Consequently, graduates of the LPN to RN associate program are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Associate of Science in Nursing—LPN to RN Bridge program at the Birmingham Campus does not have specialized programmatic accreditation by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, www.acenursing.org). No representation has been made as to when or if such accreditations will be obtained. New and current students should not plan on the program having said accreditation at the time they graduate. Some employers may prefer applicants from programs that have ACEN accreditation. Students are advised to consult with employers of preference as to the importance of this accreditation on their hiring decisions.

5. Paramedic and EMT-Paramedic Programs: The Associate of Science in Emergency Medical Technician—Paramedic and the Diploma in Emergency Medical Technician—Paramedic programs at the Birmingham Campus are accredited by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) through the Commission on Accreditation of Allied Health Education Programs (CAAHEP, 1361 Park Street, Clearwater, Florida, 33756, 727-210-2350, www.caahep.org).

6. EMT-Basic and EMT-Advanced Program: The Certificate in Emergency Medical Technician—Basic and the Certificate in Emergency Medical Technician—Advanced do not have specialized programmatic accreditation by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) through the Commission on Accreditation of Allied Health Education Programs (CAAHEP, 1361 Park Street, Clearwater, Florida, 33756, 727-210-2350, www.caahep.org) and no representation has been made as to when or if such an accreditation will be obtained. New and current students should not plan on the program having said accreditation at the time they graduate. Some employers may prefer graduates from a program with specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of this accreditation on their hiring decisions.

7. Legal Studies: Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Birmingham Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants (www.nala.org). These online programs are not programmatically approved by the American Bar Association (ABA, 321 North

January 2016
8. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 21st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, [www.cahiim.org](http://www.cahiim.org)). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

9. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

10. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

### BROOKFIELD CAMPUS OF HERZING UNIVERSITY

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, ([www.hlcommission.org](http://www.hlcommission.org)), 800-621-7440. This means all students attending Herzing University are attending an accredited institution.

2. **State Approval:** Herzing University Brookfield operates in the State of Wisconsin pursuant to its status as a private non-profit institution that is tax-exempt under section 501 of the Internal Revenue Code and that has had its administrative headquarters and principal place of business in Wisconsin since prior to 1970, which under Wisconsin Statutes Section 38.50(1)(e) exempts it from additional state authorization requirements.

3. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

4. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 21st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, [www.cahiim.org](http://www.cahiim.org)). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).
5. **Legal Studies:** Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Brookfield Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants ([www.nala.org](http://www.nala.org)). The programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street Chicago, Illinois, 60654-7598, 800-285-2221, [www.americanbar.org](http://www.americanbar.org)). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

6. **Nursing:** The Bachelor of Science in Nursing at the Brookfield/Kenosha Campuses is approved by the Wisconsin Board of Nursing ([www.dpsp.wi.gov](http://www.dpsp.wi.gov)). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Bachelor of Science in Nursing program at the Brookfield/Kenosha Campuses is accredited by the Commission on Collegiate Nursing Education ([CCNE, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036-1120, 202-887-6791, www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation)).

7. **Physical Therapist Assistant:** Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE, 1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; [accreditation@apta.org](mailto:accreditation@apta.org)) is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective July 21, 2015, the Associate of Science in Physical Therapist Assistant program at the Brookfield Campus of Herzing University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education ([1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org](mailto:accreditation@apta.org)). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

8. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

**HERZING ONLINE**

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, [www.hlcommission.org](http://www.hlcommission.org), 800-621-7440. This means all students attending Herzing University are attending an accredited institution.

2. **State of Wisconsin Approval:** Herzing Online operates in the State of Wisconsin pursuant to its status as a private non-profit institution that is tax-exempt under section 501 of the Internal Revenue Code and that has had its administrative headquarters and principal place of business in Wisconsin since prior to 1970, which under Wisconsin Statutes Section 38.50(1)(e) exempts it from additional state authorization requirements.

3. **Approvals in Other States for Distance Learning:** Herzing University has made a good-faith effort to follow each individual state’s regulations concerning offering distance educational programs in that respective state. Students should investigate and ensure that the program they desire, if offered in a distance/online format, meets the requirements of the profession in their state. Herzing University is not enrolling new students in the following states: Arkansas, District of Columbia, and Wyoming. Not all programs are available in all states. Contact the Online Admissions Office for program availability at [onl-info@herzing.edu](mailto:onl-info@herzing.edu) or 866-508-0748.

4. **Nursing Programs:** The Bachelor of Science in Nursing—Bridge program offered by Herzing Online is accredited by the Commission on Collegiate Nursing Education ([CCNE, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036-1120, 202-887-6791, www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation)). Applicants should check with their applicable state board of nursing before enrolling in any online nursing program. For additional information, e-mail your questions to [states@herzing.edu](mailto:states@herzing.edu).

5. **Medical Assisting Services:** The Diploma in Medical Assisting Services and the Associate of Science in Medical Assisting Services programs offered through Herzing Online are currently programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043, 703-917-9503, [www.abhes.org](http://www.abhes.org/)). Herzing University periodically re-evaluates its programmatic accreditation to ensure that maintaining such accreditation meets the best interest of our students, current industry and professional trends, and its impact on our curriculum. Therefore, while Herzing University is committed to maintaining institutional accreditation, it periodically reviews individual programmatic accreditation and therefore cannot expressly guarantee for what period it will maintain programmatic accreditation (i.e. ABHES accreditation for this program). Therefore, programmatic accreditation may not be in effect throughout a student’s enrollment. Students enrolled in the Diploma in Medical Assisting Services and the Associate of Science in Medical Assisting Services programs offered through Herzing Online are eligible to take the Registered Medical Assistant (RMA) certification exam offered by American Medical Technologists ([www.americanmedtech.org](http://www.americanmedtech.org)). Students enrolled and who start classes in this program while Herzing is ABHES accredited are also
eligible to take the Certified Medical Assistant (CMA) certification exam offered by the American Association of Medical Assistants (www.aama-ntl.org) even if Herzing ceases to be ABHES accredited thereafter.

6. **Health Information Management**: The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered through Herzing Online are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 21st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, www.cahiim.org). Graduates of the Associate of Science in Health Information Management from Herzing Online are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

7. **Legal Studies**: Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online from Herzing University are eligible to take the certified paralegal examination through the Association of Legal Assistants (www.nala.org). These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, www.americanbar.org). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

8. **Accounting**: The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor’s degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

9. **Other Programs**: No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

KENOSHA CAMPUS OF HERZING UNIVERSITY

1. **Regional Accreditation**: Herzing University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, www.hlcommission.org), 800-621-7440. This means all students attending Herzing University are attending an accredited institution.

2. **State Approval**: Herzing University Kenosha operates in the State of Wisconsin pursuant to its status as a private non-profit institution that is tax-exempt under section 501 of the Internal Revenue Code and that has had its administrative headquarters and principal place of business in Wisconsin since prior to 1970, which under Wisconsin Statutes Section 38.50(1)(e) exempts it from additional state authorization requirements.

3. **Nursing**: The Bachelor of Science in Nursing at the Brookfield/Kenosha Campuses is approved by the Wisconsin Board of Nursing (1400 East Washington Avenue, Madison, Wisconsin, 53703, {608} 266-2112, www.dspswi.gov/). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Bachelor of Science in Nursing program at the Brookfield/Kenosha Campuses is accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle NW, Suite 530, Washington, D.C., 20036-1120, 202-887-6791, www.aacn.nche.edu/ccne-accreditation).

4. **Medical Assisting Services**: The Associate of Science in Medical Assisting Services program offered through Herzing University Kenosha campus is currently programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043, 703-917-9503, www.abhes.org/). Herzing University periodic re-evaluates its programmatic accreditation to ensure that maintaining such accreditation meets the best interest of our students, current industry and professional trends, and its impact on our curriculum. Therefore, while Herzing University is committed to maintaining institutional accreditation, it periodically reviews individual programmatic accreditation and therefore cannot expressly guarantee for what period it will maintain programmatic accreditation (i.e. ABHES accreditation for this program). Therefore, programmatic accreditation may not be in effect throughout a student’s enrollment. Students enrolled in the Associate of Science in Medical Assisting Services program offered through Herzing University Kenosha campus are eligible to take the Registered Medical
Assistant (RMA) certification exam offered by American Medical Technologists (www.americanmedtech.org). Students enrolled and who start classes in this program while Herzing is ABHES accredited are also eligible to take the Certified Medical Assistant (CMA) certification exam offered by the American Association of Medical Assistants (www.aama-ntl.org) even if Herzing ceases to be ABHES accredited thereafter.

5. **Health Information Management**: The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 21st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, www.cahiim.org). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

6. **Legal Studies**: Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Kenosha Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants (www.nala.org). These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, www.americanbar.org). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

7. **Accounting**: The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor’s degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

8. **Other Programs**: No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

**MADISON CAMPUS OF HERZING UNIVERSITY**

1. **Regional Accreditation**: Herzing University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, www.hlcommission.org, 800-621-7440. This means all students attending Herzing University are attending an accredited institution.

2. **State Approval**: Herzing University Madison operates in the State of Wisconsin pursuant to its status as a private non-profit institution that is tax-exempt under section 501 of the Internal Revenue Code and that has had its administrative headquarters and principal place of business in Wisconsin since prior to 1970, which under Wisconsin Statutes Section 38.50(1)(e) exempts it from additional state authorization requirements.

3. **Associate of Science in Nursing**: The Associate Degree in Nursing program at the Madison Campus is approved by the Wisconsin State Nursing Board (1400 East Washington Avenue, Madison, Wisconsin, 53703, 608-266-2112, www.dspswi.gov). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Associate Degree in Nursing program at the Madison Campus is accredited with conditions by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, www.acenursing.org).

4. **Legal Studies**: Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Madison Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants (www.nala.org). These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, www.americanbar.org). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.
5. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 21st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, www.cahiim.org). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

6. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor’s degree (typically, a total of 150 semester credit hours but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

7. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

**MINNEAPOLIS CAMPUS OF HERZING UNIVERSITY**

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, www.hlcommission.org, 800-621-7440. This means all students attending Herzing University are attending an accredited institution.

2. **State Approval:** All programs at the Minneapolis Campus of Herzing University are approved by the Minnesota Office of Higher Education (1450 Energy Park Drive, Suite 350, St. Paul, Minnesota, 55108-5265, 651-642-0533, www.ohe.state.mn.us). Herzing University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to all other institutions.

3. **Nursing Program:** The Bachelor of Science in Nursing program at the Minneapolis campus is approved by the Minnesota State Board of Nursing (2829 University Avenue SE, #200, Minneapolis, Minnesota, 55414-3253, 612-317-3000, www.mm.gov/health-licensing-boards/nursing). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Bachelor of Science in Nursing program at the Minneapolis campus is accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036-1120, 202-887-6791, www.aacn.nche.edu/ccne-accreditation).

4. **Dental Hygiene Programs:**

   Bachelor of Science in Dental Hygiene and the Associate of Applied Science in Dental Hygiene: These programs in dental hygiene are accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678. The Commission’s web address is: http://www.ada.org/100.aspx.

   Consequently, graduates of the Bachelor of Science in Dental Hygiene and the Associate of Applied Science in Dental Hygiene are eligible to sit for the national board dental hygiene exam, jurisprudence exam, and the CRDTS examination, which (upon successful completion) would provide the graduate the opportunity to become a licensed dental hygienist (LDH) in Minnesota.

   Bachelor of Science in Dental Hygiene—Bridge: The Commission on Dental Accreditation (CODA) does not accredit stand-alone degree-completion (bridge) programs such as the Bachelor of Science in Dental Hygiene—Bridge. The bridge program is available only to students who have already graduated from a CODA-accredited dental hygiene program with an associate’s degree and hold an active license, as well as being in good standing as a dental hygienist. Students must be a Minnesota resident and maintain Minnesota residency throughout the program. (Students are advised to consult with employers of preference as to the importance of accreditation on their hiring decisions.)
5. **Dental Assisting Programs:** The Associate of Applied Science in Dental Assisting program and the Diploma in Dental Assisting programs at the Minneapolis Campus are accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. (CODA, 211 East Chicago Avenue, Chicago, Illinois, 60611-2678, 312-440-4653, [www.ada.org/100.aspx](http://www.ada.org/100.aspx)). Consequently, graduates are eligible to take the examinations leading to certified dental assistant (CDA®) certification through the Dental Assisting National Board (DANB).

6. **Occupational Therapy Program:** The Associate of Applied Science in Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA, 4720 Montgomery Lane, Suite 200, Bethesda, Maryland, 20824-3449, 301-652-AOTA, [www.acoteonline.org](http://www.acoteonline.org)). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a certified occupational therapy assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

7. **Legal Studies:** Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Minneapolis Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants (www.nala.org). These online programs are not programatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, [www.americanbar.org](http://www.americanbar.org)). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

8. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Applied Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 21st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, [www.cahiim.org](http://www.cahiim.org)). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

9. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor’s degree (typically, a total of 150 semester credit hours but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

10. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

**NEW ORLEANS CAMPUS OF HERZING UNIVERSITY**

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, [www.hlcommission.org](http://www.hlcommission.org), 800-621-7440. This means all students attending Herzing University are attending an accredited institution.

2. **State Approval:** The New Orleans Campus of Herzing University is licensed by the State of Louisiana Board of Regents (1201 North Third Street, Suite 6-200, Baton Rouge, Louisiana, 70802, 225-342-4253, [www.regents.louisiana.gov](http://www.regents.louisiana.gov)) and adheres to the rules and regulations of the Louisiana Proprietary Schools Advisory Commission.

3. **Surgical Technology:** The Associate of Science in Surgical Technology program at the New Orleans Campus is accredited by the Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043, 703-917-9503, [www.abhes.org](http://www.abhes.org)). Consequently, graduates are eligible to take the certified surgical technologist (CST) examination offered by The National Board of Surgical Technology and Surgical Assisting.
4. **Medical Assisting Services**: The Associate of Science in Medical Assisting Services program offered through Herzing University New Orleans campus is currently programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043, 703-917-9503, www.abhes.org/). Herzing University periodically re-evaluates its programmatic accreditation to ensure that maintaining such accreditation meets the best interest of our students, current industry and professional trends, and its impact on our curriculum. Therefore, while Herzing University is committed to maintaining institutional accreditation, it periodically reviews individual programmatic accreditation and therefore cannot expressly guarantee for what period it will maintain programmatic accreditation (i.e. ABHES accreditation for this program). Therefore, programmatic accreditation may not be in effect throughout a student’s enrollment. Students enrolled in the Associate of Science in Medical Assisting Services program offered through Herzing University New Orleans campus are eligible to take the Registered Medical Assistant (RMA) certification exam offered by American Medical Technologists (www.americanmedtech.org). Students enrolled and who start classes in this program while Herzing is ABHES accredited are also eligible to take the Certified Medical Assistant (CMA) certification exam offered by the American Association of Medical Assistants (www.aama-ntl.org) even if Herzing ceases to be ABHES accredited thereafter.

5. **Legal Assisting/Paralegal**: Graduates of the Associate of Science in Legal Assisting/Paralegal and the Bachelor of Science in Legal Studies programs at the New Orleans Campus are eligible to take the certified paralegal examination through the National Association of Legal Assistants (www.nala.org). The Associate of Science in Legal Assisting/Paralegal and the Bachelor of Science in Legal Studies programs at the New Orleans Campus are approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, www.americanbar.org).

6. **Health Information Management**: The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 21st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, www.cahiim.org). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

7. **Accounting**: The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor’s degree (typically, a total of 150 semester credit hours but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

8. **Other Programs**: No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

**OMAHA SCHOOL OF MASSAGE AND HEALTHCARE OF HERZING UNIVERSITY**

1. **Regional Accreditation**: Herzing University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, www.hlcommission.org), 800-621-7440. This means all students attending Herzing University are attending an accredited institution.

2. **State Approval**: All programs at the Omaha School of Massage and Healthcare of Herzing University are approved by Nebraska's Coordinating Commission for Postsecondary Education (140 North 8th Street, Suite 300, Lincoln, Nebraska, 68508-1359, 402-471-2847, www.ccpe.state.ne).

3. **Therapeutic Massage**: The Therapeutic Massage programs at the Omaha School of Massage and Healthcare of Herzing University are approved by the Nebraska Board of Massage Therapy of the Nebraska Department of Health and Human Services, Licensure Unit (Nebraska State Office Building, 301 Centennial Mall South, 3rd Floor, P.O. Box 94986, Lincoln, Nebraska, 68509-4986, 402-471-2115, www.dhhs.ne.gov/publichealth). Consequently, graduates are eligible to take the certification exams offered by the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) or the Federation of State Massage Therapy Boards (FSMTB) and meet the educational requirements to apply for licensure as a massage therapist in the State of Nebraska.
4. **Legal Studies:** Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Omaha School are eligible to take the certified paralegal examination through the Association of Legal Assistants (www.nala.org). These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, www.americanbar.org). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

5. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 21st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, www.cahiim.org). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

6. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

7. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

**ORLANDO CAMPUS OF HERZING UNIVERSITY**

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, www.hlcommission.org), 800-621-7440. This means all students attending Herzing University are attending an accredited institution.

2. **State Approval:** All programs at the Orlando Campus of Herzing University are approved by the Commission for Independent Education of the Florida Department of Education (325 West Gaines Street, Suite 1414, Tallahassee, Florida, 32399-0400, 850-245-3200, www.fldoe.org/policy/cie).

3. **Diploma in Practical Nursing:** The Diploma in Practical Nursing program at the Orlando Campus is approved by the Florida Board of Nursing (4042 Bald Cypress Way, Tallahassee, Florida, 32399-3252, 850-245-4125, www.floridasnursing.gov). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-PN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a licensed practical nurse. The Diploma in Practical Nursing program at the Orlando Campus does not have specialized programmatic accreditation by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, www.acenursing.org). No representation has been made as to when or if such accreditations will be obtained. Some employers may prefer applicants from programs that have ACEN accreditation. Students are advised to consult with employers of preference as to the importance of this accreditation on their hiring decisions.

4. **Associate of Science in Nursing:** The Associate of Science in Nursing program and the Associate of Science in Nursing—Bridge to ASN program (renamed from LPN to ASN Bridge program as of May 2014) at the Orlando Campus are approved by the Florida Board of Nursing (4042 Bald Cypress Way, Tallahassee, Florida, 32399-3252, 850-245-4125, www.floridasnursing.gov). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. These programs are accredited by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, www.acenursing.org).

5. **Bachelor of Science in Nursing:** The Bachelor of Science in Nursing program at the Orlando Campus is approved by the Florida Board of Nursing (4042 Bald Cypress Way, Tallahassee, Florida, 32399-3252, 850-245-4125, www.floridasnursing.gov).
Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Bachelor of Science in Nursing program at the Orlando Campus is accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036-1120, 202-887-6971, www.aacn.nche.edu/ccne-accreditation).

6. Bachelor of Science in Nursing—Bridge to BSN: The Bachelor of Science in Nursing—Bridge to BSN program (renamed from LPN to BSN Bridge program as of May 2014) at the Orlando Campus is approved by the Florida Board of Nursing (4042 Bald Cypress Way, Tallahassee, Florida, 32399-3252, 850-245-4125, www.floridasnursing.gov). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Bachelor of Science in Nursing program at the Orlando Campus is accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036-1120, 202-887-6971, www.aacn.nche.edu/ccne-accreditation).

7. Physical Therapist Assistant. The Associate of Science in Physical Therapist Assistant program at the Orlando Campus is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE, 1111 North Fairfax Street, Alexandria, Virginia, 22314-1488, 703-706-3245, accreditation@apta.org or www.capteonline.org).

8. Health Information Management: The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 21st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, www.cahiim.org). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

9. Legal Studies: Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Orlando Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants (www.nala.org). These online programs are not programatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, www.americanbar.org). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

10. Accounting: The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor’s degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

11. Other Programs: No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

TOLEDO CAMPUS OF HERZING UNIVERSITY

1. Regional Accreditation: Herzing University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, www.hlcommission.org, 800-621-7440. This means all students attending Herzing University are attending an accredited institution.

2. State Approval: All programs at the Toledo Campus of Herzing University are approved by the Ohio Department of Higher Education (25 South Front Street, Columbus, Ohio, 43215-3414, 614-466-6000, www.ohiohiered.org/contact-us).

3. Surgical Technology: The Associate of Applied Science in Surgical Technology program at the Toledo Campus is accredited by the Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043, 703-917-9503, www.abhes.org). Consequently, graduates are eligible to take the certified surgical technologist (CST) examination offered by The National Board of Surgical Technology and Surgical Assisting.
4. **Medical Assisting Services:** The Associate of Applied Science in Medical Assisting Services program offered through Herzing University Toledo campus is currently programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043, 703-917-9503, [www.abhes.org/](http://www.abhes.org/)). Herzing University periodically re-evaluates its programmatic accreditation to ensure that maintaining such accreditation meets the best interest of our students, current industry and professional trends, and its impact on our curriculum. Therefore, while Herzing University is committed to maintaining institutional accreditation, it periodically reviews individual programmatic accreditation and therefore cannot expressly guarantee for what period it will maintain programmatic accreditation (i.e. ABHES accreditation for this program). Therefore, programmatic accreditation may not be in effect throughout a student’s enrollment. Students enrolled in the Associate of Applied Science in Medical Assisting Services program offered through Herzing University Toledo campus are eligible to take the Certified Medical Assistant (CMA) certification exam offered by the American Association of Medical Assistants ([www.aama-ntl.org](http://www.aama-ntl.org)) even if Herzing ceases to be ABHES accredited thereafter.

5. **Legal Studies:** Graduates of the Associate of Applied Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Toledo Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants ([www.nala.org](http://www.nala.org)). These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, [www.americanbar.org](http://www.americanbar.org)). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

6. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Applied Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 21st Floor, Chicago, Illinois, 60601-5800 312-233-1100, [www.cahiim.org](http://www.cahiim.org)). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

7. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor’s degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

8. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

**ACCURACY OF INFORMATION STATEMENT**

The Herzing University Catalog is the official policy of the University. Students should seek clarification from the catalog if they are told or read any information inconsistent or contradictory with the official policy of the catalog. Only those policies in the official Herzing University Catalog are binding on the institution and student.

**PROGRAM OFFERINGS AND DISCLOSURE**

Not all of Herzing University’s programs are offered at all campuses. Further, there are substantial differences in some programs from campus to campus including, but not limited to, programmatic accreditation, a pathway to licensing and other program characteristics. Students should independently investigate and ensure that the program they desire is offered on the campus they intend to enroll in and has the instructional delivery format and potential outcome they desire. Students should rely only on the written official catalog for accurate information.
APPROVALS

The University has the following authorizations or approvals:

- Authorized under federal law to enroll non-immigrant alien students
- Approved for the training of veterans (not all programs are approved at all locations)
- Approved for the training of vocational rehabilitation students

MEMBERSHIPS

The University holds memberships in the following organizations:

- Alpha Beta Kappa Honor Society Alpha Omega Chapter
- Association of Private Sector Colleges and Universities
- Better Business Bureau
- Chamber of Commerce
- National Association of Colleges and Employers
- National Association of Student Financial Aid Administrators
- Service Members Opportunity College
- State Association of Student Financial Aid Administrators
- State College Placement Associations
- State Private School Associations
- University Continuing Education Association

ADVISORY BOARDS

Advisory boards at each Herzing University campus have been established to provide input on curriculum content. Members of the advisory boards are professionals and faculty from a variety of businesses and institutions. Their input and recommendations help ensure Herzing University offers educational programs that correspond with the skills and training required in today’s competitive job market.

RESEARCH SUPPORT – INSTITUTIONAL RESEARCH BOARD (IRB)

PROTECTION OF HUMAN RESEARCH SUBJECTS AND THEIR INFORMATION

U.S. federal laws require all organizations that conduct human research or serve as sites for human research to be responsible for research oversight and the protection of all human subjects and their private information. This oversight is provided by Herzing University’s Institutional Review Board (IRB), which includes membership of both scientific and non-scientific researchers, along with at least one community member.

Herzing University’s IRB is charged with providing oversight and support for all research conducted at the university or under guidance or other support from university students, faculty, and staff; and where human subjects and/or their information is a part of the research protocol. The IRB uses principles established in the Belmont Report, which established ethical guidelines for the protection of human subjects in research studies. The university’s IRB processes have been established in order to protect the rights, privacy, and welfare of all human research subjects and their private information.

By policy, all research, whether or not that research is part of a course or program requirement that involves human subjects or their private information and is conducted at Herzing University, or with University support at any external site, must be submitted to the IRB for approval prior to commencement of any such research. Herzing University’s IRB oversight extends to anyone, regardless of affiliation, who wishes to conduct research at any University location or with any set or subset of Herzing University students, faculty or staff or their private information.

The Herzing University IRB may approve, modify, or discontinue a research protocol because of the risk to human subjects or their information. By providing this support, the IRB also serves to protect the researcher(s) by assuring that the protocol addresses important protections before the research begins as well as continued oversight during the data collection phase of the study. Full information on submitting proposed studies to Herzing University’s IRB may be found on the Herzing University website at www.herzing.edu.
Akron Campus
The Akron Campus occupies 34,000 square feet with newly remodeled instructional rooms consisting of classrooms, large lecture halls, computer labs, medical labs, dental labs, nursing labs, a library/resource center, student lounges, administrative offices, and faculty office areas. The average lecture class size is 30, and the average lab class size is from 8 to 30 students per instructor.

Atlanta Campus
Herzing University is located in the heart of Buckhead and the Atlanta financial district, offering opportunities for students to interact with business professionals. Herzing University occupies an 18,000-square-foot facility adjacent to the Lenox Mall with computer laboratories, an electronics laboratory, an allied health laboratory, a library/resource center, a student lounge, lecture rooms, and administrative offices. Average class size is 20 to 30.

Birmingham Campus
Herzing University occupies a 40,000-square-foot office building that it acquired in 1994 and completely refurbished to meet its needs for a modern educational center. The university has 14 classrooms, including six computer labs and two electronics labs. It also has a resource center/library, several break areas, a reception area, and administration and admissions offices. The average class size is approximately 20 to 30 students.

Brookfield Campus
The Brookfield Campus of Herzing University opened in 2010. The campus boasts modern classrooms, computer labs, student study areas and state-of-the-industry medical, science, massage, and nursing labs to simulate real-world experiences. Located on South Executive Drive near Brookfield Square Mall, the 13,000-square-foot campus, with a comfortable and open learning environment, has floor-to-ceiling windows overlooking a nature conservancy. The campus is easily accessible by car and mass transit and offers free parking.

Kenosha Campus
Herzing University is located in a 14,000-square-foot building at the corner of 39th Avenue and Washington Road in Kenosha, Wisconsin. In addition to modern classrooms, the building provides a library; computer, science and healthcare labs; and student services facilities for admissions, registration, financial aid and career development services.

Madison Campus
Herzing University occupies a 40,000-square-foot facility specifically designed for the technological and allied health programs offered, including design, nursing labs, and a computer commons. This facility is located in a newly-developed technical and business park. The centrally positioned, glassed-in library and computer commons provide a sense of openness and easy access. Average class size is 20 to 25; lecture size is 15 to 60.
Minneapolis Campus
Herzing University occupies a 25,000-square-foot building containing classrooms, computer, medical, and dental labs, a library/resource center, student lounge, and administrative offices. Labs and classrooms are designed to facilitate the learning process with hands-on instruction. The average lecture class size is 25 but can be as high as 50, and the average lab class size is from 6 to 30 students per instructor.

New Orleans Campus
Herzing University is located in the Metairie/Kenner area of the city. Remodeled in 2010, the University presently occupies 17,000 square feet with classrooms, labs, a break room, a library/resource center, and faculty and administrative offices. Laboratories and classrooms have been designed to facilitate the learning experience with hands-on instruction on state-of-the-industry equipment. Average class size is 20 students or less.

Omaha School of Massage and Healthcare of Herzing University
The Omaha School of Massage and Healthcare of Herzing University is a 10,000-square-foot facility containing instructional classrooms, private therapy rooms, a spa room, a hydrotherapy room, and administrative offices. The massage clinic classroom is equipped with a variety of massage tables and massage chairs.

Orlando Campus
Herzing University is located at 1865 SR 436 in Winter Park and occupies 33,600 square feet in a campus atmosphere. There are classrooms, computer labs, a fully simulated nursing lab, a student lounge, a library/resource center, and related administrative offices included in the facility. The average class size is 25 or fewer students, with a maximum of 40 students.

Toledo Campus
Herzing University occupies a 17,000-square-foot building that was remodeled in 2008. The building is designed to facilitate the learning process. In addition to a large library/resource room, a wireless network, and modern classrooms, the facility offers a comfortable student lounge and is easily accessible by car and mass transit.
ACCOMMODATIONS FOR THE DISABLED

It is the policy of Herzing University to comply with the provisions of the Americans with Disabilities Act (ADA). The ADA prohibits discrimination against qualified individuals with disabilities on the basis of their disability. The ADA provides, in part, that qualified individuals with disabilities shall not be excluded from participating in or be denied the benefits of any program, service, or activity offered by the University. The ADA requires that all programs, services, and activities, when viewed in their entirety, be readily accessible to, and usable by, qualified individuals with disabilities. Students with disabilities who wish to request an accommodation under the ADA should contact their campus ADA Accommodations Coordinator, who serves as the disability coordinator for the campus.

LIBRARY/RESOURCE CENTER RESOURCES AND SERVICES

Herzing University provides library resources and services to students through an easily accessible electronic collection, campus libraries with collections, and professional library staff available to assist with reference and research inquiries.

The electronic collection, available to students at both Herzing University campuses and in Herzing University online programs, includes over 40 general interest and specialized databases containing millions of items. A variety of resources, such as academic journals, ebooks, magazines, newspapers, reference materials, video and audio files, transcripts, and more, are included. Electronic resources are accessible 24/7 through the University’s online learning system. Many of these resources are provided through the University’s library membership in the Library and Information Resources Network (LIRN). After matriculation, students are provided with user names and passwords that enable them to access the learning resources.

Herzing University students also have access to services offered by the library, including consultation with a professional librarian. The libraries support development of independent learning skills by offering research information and assistance for both focused and general research. The campus libraries also provide an ideal environment for individual study. In addition to the research collections, guides, tutorials, and other materials are available to support students with their research projects.

Circulation

Many of the items in our campus libraries are available to the current Herzing community for circulation.

- At the time of checkout, students present their Herzing student ID card as their library card.
- Please note that use of library resources is encouraged. There are some items that the library is not able to allow out for circulation and that are maintained for in-library use only. For example, reference materials, reserves, and some special collections fall in this category. See the local campus library for further information.
- Standard circulation periods and limits for circulating items to students are below.

<table>
<thead>
<tr>
<th>Circulation Type</th>
<th>Borrowing Period</th>
<th>Maximum Checkouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart</td>
<td>4 hours</td>
<td>2</td>
</tr>
<tr>
<td>Kit</td>
<td>4 hours</td>
<td>2</td>
</tr>
<tr>
<td>Model</td>
<td>4 hours</td>
<td>2</td>
</tr>
<tr>
<td>Multimedia</td>
<td>1 day</td>
<td>2</td>
</tr>
<tr>
<td>Reference (in-library use only)</td>
<td>0 days</td>
<td>0</td>
</tr>
<tr>
<td>Regular (books)</td>
<td>14 days</td>
<td>4</td>
</tr>
<tr>
<td>Reserve (in-library use only)</td>
<td>4 hours</td>
<td>1</td>
</tr>
<tr>
<td>Circulation Type</td>
<td>Borrowing Period</td>
<td>Maximum Checkouts</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Serial</td>
<td>7 days</td>
<td>4</td>
</tr>
<tr>
<td>Supplies</td>
<td>4 hours</td>
<td>2</td>
</tr>
</tbody>
</table>

One (1) renewal may be arranged if no other patrons have asked to be on the waiting list for the materials.

**Intrasystem Loan**

The Herzing University library maintains a catalog of the library materials available at each of the campus libraries, and current members of the Herzing community may request delivery of materials from one campus to another or direct delivery for students, faculty, and staff at Herzing Online. The catalog can be accessed on the “Library” tab on Blackboard. There are three ways to place a request:

1. Electronically, by creating an account in the library catalog.
2. By contacting the Herzing librarians at US-Librarians@herzing.edu or 1-888-660-2826.
3. By contacting the staff at your campus library.

Once a request is received, the Herzing librarians will coordinate with the borrower and the campus library to determine if the materials are available and to make arrangements for delivery of the items. If an item is to be shipped from one campus library to another, there is no cost to the borrower. If the materials are to be shipped directly to the borrower, the library will pay for the postage to deliver the materials, and the borrower will pay for the return postage. Contact the librarians for more details.

**Lost, Damaged, and Unreturned Materials**

The Herzing University librarians will send reminders to borrowers for overdue materials, with a request that the materials be renewed or returned. If materials are not returned, or the library is notified that they are lost or damaged, the borrower may be charged for replacement of the materials.

**Questions?**

Contact the Herzing University librarians at US-Librarians@herzing.edu or 1-888-660-2826 with any questions regarding the Herzing University Library Circulation Policy.

**CHANGES TO THIS CATALOG**

Herzing University is committed to offering students a robust, current, and relevant curriculum. Curriculum, policies, and other matters discussed herein are subject to change at the discretion of the University. However, curriculum will not be changed to require existing students to take more credits to graduate than their original degree program, unless required by accreditation, state agencies, or other regulatory bodies. In this case, the University will ensure there is no adverse financial impact on the student. Changes will be reflected in an addendum to this catalog and will then be considered an integral part of this publication.
ADMISSIONS INFORMATION

UNDERGRADUATE ADMISSION CRITERIA

To be admitted to any Herzing University undergraduate program, a prospective student must complete an interview with a Herzing admissions advisor and fill out an application. The following factors are considered prior to acceptance:

1. Prior Education Requirement: An applicant must have a U.S. high school diploma or the equivalent. The University recognizes the following equivalents to a high school diploma:
   • A GED
   • A certificate demonstrating that the student has passed a state-authorized examination (for example, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma. Note that certificates of attendance and/or completion are not included in this qualifying category.
   • An academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor’s degree (i.e., an associate’s degree) from an accredited postsecondary institution.
   • A foreign diploma or transcript that is equivalent to a U.S. high school diploma. International students must comply with all application requirements in the “International Undergraduate Student Admission” section of this catalog.

2. Entrance Testing: An applicant must demonstrate the capacity to succeed in college-level education. This must be evidenced through one of the following methods:
   • Successful completion of an entrance evaluation administered with examination scores deemed appropriate by Herzing University.
   • Submission of an ACT score of 17 or better or a combined SAT score of 1,275 or better or a score of 211 on the Gaokao (Chinese National Higher Education Entrance Examination) in place of the college entrance evaluation. (The college placement evaluation is required for math and English placement.)
   • Successful completion of a minimum of 24.00 semester credit hours of college-level work with grades of “C” or higher at nationally or regionally accredited postsecondary institution. The college placement evaluation is required unless the applicant has completed a college-level English composition course and a college algebra course with grades of “C” or higher.
   • For limited admissions programs (including dental hygiene and nursing), applicants may be required to complete a specialized admissions test, and only the most qualified applicants are admitted.

3. Personal Commitment and Professional Attitude:* Of importance for the applicant’s success is willingness to make those sacrifices necessary to successfully complete the program of study and a commitment to adhere to the University’s rules and expectations. An indication of personal commitment includes, but is not limited to, the applicant’s willingness to invest in his or her own education by contributing financially toward their education each semester, separate from any financial aid available.
   * Note: For dental assisting and dental hygiene programs, this criterion is for advisement purposes only and will not be used in the admission decision by the University.

4. Availability of Time: An applicant must have the availability of time to attend classes and labs, to complete projects, and to submit assignments in a timely manner. An applicant must demonstrate an ability to devote a sufficient degree of time and effort to the program. Each student is expected to spend additional time outside of class hours studying, completing assignments, and doing research.

PROVISIONAL ADMISSION

Applicants who fail to meet the minimum standards on the admissions test, but receive an entrance evaluation score deemed appropriate by Herzing University will be provisionally admitted. Regular admission is granted upon successful completion of provisional requirements, whereby the applicant must complete all of the following:

• Take and pass Student Success Skills (PD 090).
• Take and pass Fundamentals of Mathematics (MA 090) and/or Principles of Communication (EN 090) based on entrance examination scores.
• Receive positive recommendation from the campus academic dean upon completion of the provisional admission period.

PLACEMENT CRITERIA

Applicants are evaluated for proficiency in basic English and mathematics skills through a placement exam administered by Herzing University. Certain programs also require a science proficiency evaluation. Students will be exempt from developmental courses through one of the following methods:
• Successful completion of mathematics and English placement examinations with scores deemed appropriate by Herzing University.
• Successful completion of a college-level English Composition course and a college algebra course with grades of “C” or better from an accredited postsecondary institution.
• Successful completion of the science placement examination with scores deemed appropriate by Herzing University for programs that require evaluation of science.

PROGRAM ADMISSION
Some programs or delivery formats (such as technology, dental hygiene, nursing, or the accelerated format) may have special admissions requirements. Refer to program descriptions and the EdFlex section of the catalog for any special admissions requirements.

UNCONDITIONAL ADMISSION TO UNDERGRADUATE PRE-LICENSURE NURSING PROGRAMS
Nursing students admitted unconditionally to Herzing’s pre-licensure nursing programs must meet the criteria as defined below in addition to the university-wide “Undergraduate Admissions Criteria.” International applicants also must comply with all “International Undergraduate Student Admission” application requirements.

Associate (ADN) or Bachelor’s Degree (BSN) Admission without a College Degree Option
Applicants must meet all of the following criteria:
• A high school or college grade point average (GPA) of *2.5 or higher.
• Achieve at least a composite score of 58 on the most current version of the Test of Essential Academic Skills (TEAS); TEAS score must be from within one year of anticipated date of matriculation.

Second-Degree, Accelerated Bachelor’s Degree (BSN) Option
Applicants must meet all of the following criteria:
• A college grade point average (GPA) of 2.5 or higher.
• Earned bachelor’s degree from a postsecondary institution that is accredited by an agency recognized by the U. S. Department of Education or from a foreign college or university recognized as equivalent to a U.S. bachelor’s degree.
• Achieve at least a composite score of 66 on the most current version of the Test of Essential Academic Skills (TEAS); TEAS score must be from within one year of anticipated date of matriculation.

Practical Nursing (PN) Program Admission Option
Applicants must meet all of the following criteria:
• A high school or college grade point average of at least *2.0 or higher
• Achieve a minimum composite score of 48 on the most current version of the Test of Essential Academic Skills (TEAS); TEAS score must be from within one year of anticipated date of matriculation.

CONDITIONAL ADMISSION TO PRE-LICENSURE NURSING PROGRAMS
Nursing students admitted conditionally to Herzing pre-licensure nursing programs must meet the criteria as defined below in addition to the university-wide “Undergraduate Admissions Criteria.” International applicants also must comply with all “International Undergraduate Student Admission” application requirements. There are no conditional admissions to the Second-Degree, Accelerated BSN option. Those students scoring less than the 66 on the TEAS test may be offered enrollment in the traditional program options if all other required admissions criteria are met.

Associate (ADN) or Bachelor’s Degree (BSN) Admission without a College Degree Option
Applicants must meet all of the following criteria:
• A high school or college grade point average (GPA) of *2.0 or higher.
• Achieve at least a composite score of 51 on the most current version of the Test of Essential Academic Skills (TEAS); TEAS score must be from within one year of anticipated date of matriculation.

Practical Nursing (PN) Program Admission Option
Applicants must meet all of the following criteria:
• A high school or college grade point average of at least *2.0 or higher
• Achieve a minimum composite score of 45 on the most current version of the Test of Essential Academic Skills (TEAS); TEAS score must be from within one year of anticipated date of matriculation.
*NOTE: If an applicant has completed less than 12 semester credit hours (SCH) or equivalent quarter hours of college courses in the last 5 years, the high school GPA is used in the calculation. If an applicant has completed 12 semester credit hours or more of college courses in the last 5 years, the college GPA is used in the calculation. An applicant that has a GED and less than 12 semester credit hours of college credits is considered to meet the GPA requirement.

Nursing Program Directors will review the individual TEAS report to establish which composite score areas are below "Proficiency Level" to recommend the student's participation in one of the following options or tutoring as applicable.

**Madison, Minneapolis, and Orlando Campuses Criteria**
- PD 090, Student Success Skills (0 SCH) if the grade point average is below 2.5
- MA 090, Fundamentals of Mathematics (4 SCH) if TEAS Math score is below 63.3.
- EN 090, Principles of Communications (4 SCH) if the TEAS Reading score is below 69.0 or the TEAS English score is below 60.0
- Other supplemental tutoring as determined appropriate by the Campus Academic Dean and Nursing Program Director.

**Brookfield-Kenosha and Atlanta Campuses Criteria**
- Completion of NU 090 Foundations for Nursing (0.00 SCH), with tutoring, if the TEAS English (60.0), Math (63.3), or Science (45.8) are below the "Proficiency Level" and/or if the grade point average is below 2.50.

**Birmingham Campus Criteria**
- Completion of NA 081 Nursing Tutorial I (0.00 SCH) and NA 082 Nursing Tutorial II (0.00 SCH) for ASNAL program.
- Completion of PN 081 Nursing Tutorial I (0.00 SCH) and PN 082 Nursing Tutorial II (0.00 SCH) for DPNAL program.

A conditionally admitted student may complete the above coursework/tutoring either as:
- A non-degree seeking (special) student; or
- While enrolled in the nursing program on a conditional basis.

**Reentry Into Programs (Conditional And Unconditional)**
A student who reenters a program within one year of their last day of attendance is allowed to use their original TEAS scores for their reentry application.

**Special Consideration of Herzing University Graduates**
A graduate of a Herzing University nursing program who matriculates into a different nursing program is not required to repeat the TEAS provided that their original TEAS score is from the most current version and meets the minimum standards for enrollment for the new program.

**ADDITIONAL ADMISSION REQUIREMENTS FOR NURSING, DENTAL, AND OTHER HEALTHCARE PROGRAMS**

**Applicable Programs.** These additional admissions requirements apply to all programs with direct patient contact in clinical or internship settings. This includes, but may not be limited to, the following programs:
- Dental Assisting
- Dental Hygiene
- Emergency Medical Technician
- Insurance Billing and Coding Specialist
- Medical Assisting Services
- Medical Laboratory Technician
- Nursing
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Radiologic Technology
- Surgical Technology
- Therapeutic Massage

**Drug Testing.** Students in the above-listed programs may be required to pass a drug test prior to entering the first clinical or internship course that includes direct patient contact. For specific requirements for students enrolled in nursing programs, please check with the Nursing Program Director.
Immunizations and Health Checks. Verification of immunization history is required for all students admitted to the above-listed programs no later than 45 days after the first day of class or as indicated by the specific program. Students in some programs may be required to have the Hepatitis B immunization series. Students in healthcare programs may be exposed to bloodborne infectious diseases. Also, additional verification of the status of a student’s health may be required during the program if deemed necessary to meet safety requirements. For specific requirements for students enrolled in nursing programs, please check with the Nursing Program Director.

Vaccination Policy. Herzing University does not generally require any specific immunizations beyond those requirements that may be imposed by state or federal law. However, if it is determined that a public health situation arises that warrants implementation of a vaccination requirement, such requirements will be communicated out to students as soon as possible.

Some healthcare programs at Herzing University that include a clinical site or internship/externship component may require proof of vaccination against certain diseases prior to participation in the clinical or internship/externship courses. Individual program requirements are communicated at the time of enrollment and in advance of attendance in the relevant course.

If you have any questions regarding our vaccination policy, please email consumerinfo@herzing.edu.

Healthcare Policy Acknowledgement. These professions and the educational processes that lead to entry into those professions have a number of unique requirements and standards. All nursing, dental, and other healthcare students must accept and acknowledge the following statements of policy to enter or continue in any of these programs. For specific requirements for students enrolled in nursing programs, please check with the Nursing Program Director.

1. A student convicted of a felony or a misdemeanor other than a minor traffic violation for which a pardon has not been granted:
   a. May not be able to work in clinical sites required in the program (and thus would not be able to complete the program).
   b. May not be able to obtain a license from the state, even if the program is completed.
   c. May not be able to secure a job, even if licensed.
2. A student may be required to pass a criminal background check and substance abuse test to the satisfaction of the clinical site prior to each scheduled clinical course.
3. A student may be subject to drug and/or alcohol screening in conjunction with clinical classes, and a positive result from a screening could result in dismissal from the clinical and from the program.
4. Clinical hours may be scheduled at any time-of-day or day-of-the-week—day, night, late night, weekends, or holidays—and the student must be available to attend clinical sites at any time the student is assigned.
5. Clinical sites will require the student to have his/her immunizations up to date prior to the start of the clinical.
6. A student may be required to complete a physical exam showing that the student is free of disease that may be transmitted to patients, families, or employees and includes:
   a. Proof of TB skin testing and follow-up.
   b. Proof of Hepatitis B vaccination series or proof of immunity.
   c. Proof of MMR and Chickenpox vaccinations or proof of immunity.
7. Some clinical sites may require that a student be covered by his or her own personal or family health insurance.
8. Successful completion of clinical classes may require that the student be able to perform common physical tasks related to his/her duties to the satisfaction of each clinical site.
9. Patient privacy and the privacy of patient records must be protected, and failure on the part of the student to protect patient privacy or patient records could result in dismissal from the clinical site and/or from the program.
10. Missing clinical site assignments can be a basis for dismissal from the program unless the student has well-documented mitigating circumstances that are acceptable to the University.
11. Although initial class hours are established for the first semester, class hours after that period of time can change due to availability of facilities, faculty, or other factors, and classes may be scheduled mornings, afternoons, evenings, weekends, or holidays.
12. Students in the following courses must achieve at least a grade of C+ (76%) in each core course to make satisfactory academic progress, in addition to any other satisfactory academic progress criteria of the University: dental hygiene (DH), dietetics and nutrition (DN), dental science (DS), emergency medical technician (EM), medical laboratory (MT), nursing (NA, NB, NF, NM, NO, NU, NW and PN), occupational therapy assistant (OT), physical therapist assistant (PT), radiologic technology (RT), and surgical technology (ST). A grade of less than C+ is equivalent to failing the course, and the course must be repeated at the student’s cost. There is only one repeat allowed, and there may not be an immediate opportunity to repeat a course, depending on when it is next offered.
13. The cost of tuition and fees at Herzing University includes:
   a. The cost of instruction and the use of the University facilities, library, employment assistance, other normal services provided by the University to students, and supplies that are the normal part of lab courses (does not include personal writing instruments or stationery).
   b. Two nursing uniforms (not to include shoes or stockings).
   c. Students will be provided an eBook/electronic material for any course in which the University has adopted an eBook/electronic material; however, if an eBook/electronic material is not available, students will be loaned or provided a physical textbook. Students who participate, when applicable, in a campus textbook loaner program, are accountable for returning the textbook and/or software in a condition as described in the Herzing University Textbook Loan Program Policy (Policy). Fees may be assessed based on the condition of the textbook and/or software upon return to include non-return by the due date described within the Policy. If an eBook/electronic material is available for a course in which the University has adopted the eBook/electronic material, but a student prefers the physical textbook, the student will have the option to purchase (at their cost) the physical textbook for the difference in price between the cost of the eBook and the cost of the physical textbook, including shipping.

14. The student further understands that the cost of tuition and fees at Herzing University does not include the following:
   a. The cost of any required immunizations.
   b. The cost of personal health insurance that may be required to work at a clinical site.
   c. The cost of transportation to and from school or clinical sites, including parking.
   d. The cost of additional uniforms and apparel other than the two issued uniforms.
   e. The cost of criminal background checks or substance abuse tests.
   f. Any other cost that is not specifically identified above as being part of Herzing University tuition and fees.

15. A student in this program is a potential representative of the healthcare profession, and the student’s actions and inactions may reflect on Herzing University and the clinical sites to which the student is assigned. Therefore, the student must conduct himself or herself in a professional manner, with integrity and responsibility. Failure to behave professionally can be a basis for dismissal from the program.

Background Checks: Students planning a program of study leading to employment in some disciplines (including, but not limited to: healthcare, nursing, law enforcement, and public safety) may be required to undergo a background check before working in that discipline. If this process results in an adverse finding, the student may not be able to complete the internship course, complete the program, sit for certification examinations, or be employed in that discipline. A student may be required to pass a criminal background check and substance abuse test to the satisfaction of the clinical site prior to each scheduled clinical course. For specific requirements for students enrolled in nursing programs, please check with the Nursing Program Director.

Orlando Campus Nursing Program: Nursing programs offered by the Orlando campus of Herzing University may utilize clinical sites that exceed a 50 mile radius from the campus location to accommodate student travel from their residence. If student(s) agrees to use a clinical site which is greater than a 50 mile radius from the Orlando campus, but equal to or less than a 50 mile radius from their residence, any expenses associated with such travel, including, but not limited to lodging, food, and gas, are the responsibility of the student.
ADMISSION PROCEDURES

Prospective students are expected to complete an interview with a Herzing University admissions advisor. The advisor will provide information about programs, start dates, student services, and employment opportunities for graduates. Once all admission requirements have been fulfilled, the advisor will generally invite the prospective student to submit an electronic application for admission to the University. The applicant will be notified in writing of the action taken by the University with respect to his/her application. When an application has been accepted, the applicant must establish appropriate financial arrangements and complete the necessary documentation. Once the applicant has completed these arrangements, signed a University Enrollment Agreement, and paid an enrollment fee, the applicant will be considered an enrolled student and will be automatically registered for appropriate classes. Students do not have to register for classes; the University will schedule students for the applicable courses in each semester based upon their program of study. Students will have the right to request adjustments to their schedule, which will be accommodated whenever possible.

Application for admission is on a continuous basis; however, those who apply first are accepted first, and enrollment is limited. No one will be admitted to class after the second day of the class unless approved by the Academic Dean and the campus President.

ADMISSION APPLICATIONS

Although it is preferable for a prospective student to visit Herzing University to complete a Personal Information Record and an electronic application, the forms may be obtained in the following ways:

1. Contact Herzing University by phone or e-mail to request the necessary forms.
2. Complete a Herzing University application online at https://enroll.herzing.edu.

INTERNATIONAL UNDERGRADUATE STUDENT ADMISSION

Herzing University is authorized by the U.S. Bureau of Citizenship and Immigration Service (BCIS) to accept and enroll non-immigrant students. In order to be issued an I-20 authorization from the University, non-immigrant applicants must meet the University’s general admissions requirements and provide the following documentation:

1. All high school and college transcripts:
   a. Copies of all high school transcripts evaluated by a transcript evaluation service approved by the National Association of Credential Evaluation Services (NACES), or certified as an official document by the diploma-granting authority and with a certified translation into English, if necessary, or verified and accepted as official by the Herzing University registrar.
   b. Certified copies of all college transcripts evaluated by a transcript evaluation service approved by the National Association of Credential Evaluation Services (NACES), or translated into English, if necessary, and certified as an official document by an active Herzing University affiliate.
2. ACT/SAT scores or transcripts indicating prior post-secondary coursework deemed appropriate for placement into the intended program. Successful completion of an entrance evaluation administered with examination scores deemed appropriate by Herzing University (the evaluation scores also determine if developmental course(s) are needed)
3. A notarized statement of financial support or a certified government sponsor letter indicating that tuition will be paid in advance of each semester (tuition for the first two semesters must be paid upon enrollment) and that all necessary living expenses for the international applicant will be provided. (Form I-134 may be used and is available online from the BCIS.)
4. Proof of English-language proficiency through any one of the following:
   a. A score of 500 or higher on the paper-based TOEFL.
   b. A score of 173 or higher on the computer-based TOEFL.
   c. A score of 61 or higher on the internet-based TOEFL.
   d. A score of 5.00 or higher on the IELTS.
   e. A score of 4 or higher on the ITESP.
   f. Documentation of successful completion of an intermediate English course from a designated ESL center.
   g. Documentation of successful completion of secondary studies (i.e., high-school level) in an English-speaking school (a minimum of four years).
   h. Documentation of successful completion of post-secondary studies (i.e., college-level) in English (a minimum of 12 semester hours).
i. Documentation of successful completion of 4 years of secondary English language studies and one semester (or equivalent) of college-level English from an accredited college or university.

j. Documentation of alternative measures of English language proficiency, as deemed appropriate by Herzing University.

k. Other options may apply for students attending through an affiliate program. Specifics would be outlined in the affiliate agreement or corresponding exhibits.

Herzing University is also authorized to accept and enroll international applicants currently attending other U.S. institutions who wish to transfer. In addition to providing the items listed above, transfer applicants must do the following:

1. Contact Herzing University by phone or e-mail to request the necessary forms.

2. Return the newly issued I-20 to Herzing University prior to attending classes.

Note: International students cannot receive U.S. federal financial assistance, nor can they work legally in the United States without permission from the BCIS. The level of career development offered to international students/graduates will vary and will depend on the employment opportunities permitted by applicable law and/or on the students’/graduates’ visas. Herzing will provide career-planning strategies if requested by international students. Applicants applying from abroad should check with their consulate or embassy for other pertinent requirements or restrictions.

SPECIAL STUDENTS (ADMISSION OF INDIVIDUALS NOT SEEKING DEGREES/DIPLOMAS)

A special student is a student enrolled for courses not leading to a recognized credential degree or diploma. Applicants not seeking a degree/diploma must complete a Personal Information Record and an electronic application and meet the General Entrance Requirements for the University, except for the High School Transitions Program or other special circumstances approved by the Academic Dean. In addition, the applicant must meet specific program criteria (if any) for a technical course related to a program major. The University may waive prerequisites for technical courses when appropriate prior education or experience can be shown. If space is available, the applicant will be accepted as a special student. The applicant must pay for the course(s) desired, complete all applicable forms, sign a college enrollment agreement, and pay the required enrollment fee and Learner Resource Fee. Special students who apply for and are admitted to a degree/diploma may have credits transferred to the degree or diploma program for courses they have satisfactorily completed as a special student. Special students are not eligible for employment assistance or financial aid.

HIGH SCHOOL TRANSITIONS PROGRAM

The Herzing University Transitions Program is offered to high school juniors or seniors who wish to begin working on college credits while attending high school. Interested students may attend Herzing University and take up to 12 semester credit hours of study. High school students in the United States may take one course tuition-free. Participation is contingent upon space availability in classes. Current Herzing University students will be given priority if space is limited. The cost of all books and materials required will be the student’s responsibility.

Students participating in the Transitions Program will be considered “Special Students.” With the exception of a high school diploma or GED, the applicant must meet the University’s general entrance requirements as well as specific program criteria (if any) for a technical course. The University may waive prerequisites for technical courses when appropriate prior education or competency in the course area can be demonstrated. Transition students will receive a transcript with the appropriate grade earned for the course taken.

The Herzing University Transitions Program is available only to high school students who:

1. Have completed their sophomore year of high school.

2. Have a cumulative grade point average of 2.50 or higher.

3. Submit an authorization signed by a high school official approving the student enrolling in the course(s) and verifying the information under parts (1) and (2) above. Authorization forms may be obtained from the Herzing Admissions Department.

RE-ADMISSION/RE-ENTRY

A student who withdraws or is terminated from the University may apply for re-admission or re-entry. However, if a student has been terminated for lack of satisfactory academic progress, the student will be required to appeal to the Satisfactory Academic Progress Committee (refer to “Appeal Procedures”). Any student applying for re-admission/re-entry will be required to sign new enrollment documents, and all financial obligations from previous enrollment periods must be resolved prior to re-admission/re-entry. In order for a student to be readmitted in the same program, the student generally must have been making satisfactory academic progress at the time of withdrawal or termination. Students are advised that because the availability of courses required may be more difficult to arrange if they have interrupted their program.
A student applying for re-admission or re-entry who previously completed coursework involving clinical or related skills (including courses in dental assisting, dental hygiene, medical assisting, nursing, radiology, and surgical technology) may be required to repeat some or all of this coursework depending on when the student was last enrolled. This is to ensure that reentering students can perform at skill levels necessary for student and patient safety. Reentering students are responsible for all applicable tuition and fees for repeated coursework. The University also reserves the right to modify curriculum for all programs, and reentering students are required to meet all program requirements existing at the time of their re-entry. Certain programs may include additional stipulations for re-admission/re-entry, and students should reference specific application materials for these programs when considering program withdrawal or reapplication.

CONTINUING STUDENTS SCHEDULING

Continuing students who are making satisfactory academic progress and are current in their financial obligations to the University are automatically scheduled for future classes in their program of study. Adjustments may be made in consultation with the Registrar and Academic Dean based upon the Add/Drop Policy. Adjustments to schedules may affect the expected graduation date and the University’s undertaking of having a student complete a bachelor of science degree in three years. For more information, please see the Three-Year Bachelor of Science Degree Completion Policy in the Academic Information section of this Catalog.

NEW STUDENT ORIENTATION

Herzing University’s new student orientation (or online tutorial) helps entering students prepare for college. It also enables students to become acquainted with Herzing University and its services. Students attending face-to-face orientation will have the opportunity to meet the campus staff and faculty members and receive a review of important college policies and procedures. The University will send each enrollee a notification announcing the time and date of the new student orientation or online tutorial. The Herzing University Catalog is the official policy of the University. Students should seek clarification from the catalog if they are told or read any information inconsistent or contradictory with the official policy of the catalog, even in the unlikely event it is presented in orientation.

NONDISCRIMINATION POLICY OF HERZING UNIVERSITY

Herzing University admits students of any race, sex, religion, age, color, creed, national or ethnic origin, disability, sexual orientation, gender identity or expression, or disabled and/or Vietnam era veteran status to all the rights, privileges, programs, and activities generally accorded or made available to students at Herzing University. Herzing University does not discriminate on the basis of race, sex, religion, age, color, creed, national or ethnic origin, disability, sexual orientation, gender identity or expression, or disabled and/or Vietnam era veteran status in the recruitment, admission or treatment of students, the recruitment, hiring, or treatment of faculty and staff, and the operation of its activities and programs, as specified by state and federal laws including but not limited to the Equal Pay Act of 1963, Titles VI and VII of the Civil Rights Act of 1964 as amended, the Age Discrimination in Employment Act of 1967, Title IX of 1972 Educational Amendments to the Higher Education Act, Executive Order 11246, as amended, Sections 503/504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other laws which pertain to access, equality and nondiscrimination. For further information or inquiries regarding Herzing University’s Nondiscrimination Policy, please contact Human Resources, W140 N8917 Lilly Road, Menomonee Falls, Wisconsin 53051, telephone: (414) 271-8103.

TRANSFER OF CREDITS TO OTHER COLLEGES AND UNIVERSITIES

The decision to accept credit from another institution is entirely at the discretion of the receiving institution. Students should check with the school to which they desire to transfer to regard the credits they may transfer. In the absence of an articulation agreement between Herzing University and another institution, no one at Herzing University can represent that specific credits will transfer anywhere. A list of the institutions with whom Herzing University has articulation agreements is available from the administrative office of the University and on the Herzing Website at www.herzing.edu/files/transfer_agreements.pdf.
ADMISSIONS DISCLOSURE

Notification to Students
Herzing University students come from multiple states and have widely different career aspirations and goals. Each student is a unique learner and person. While Herzing University provides career services guidance to each student in finding employment in their chosen field, Herzing University does not guarantee employment. Factors unique to each student that can limit employment opportunities include, but are not limited to, the following.

- Conviction of a felony or serious misdemeanor
- Physical condition or health issues that prevent or hinder employment
- Geographical limitations and inability to relocate
- Poor work history
- Poor language skills or communication barriers
- Unique personality traits
- History of or contemporary substance abuse
- Personal bankruptcy
- Other issues that raise doubts in the mind of an employer as to the suitability of a student to become an employee
- Failure to meet the admissions standards of other institutions (for bachelor’s or graduate programs)
- Failure to fully investigate and understand the specific licensing or certificate requirements for a chosen profession in a specific state or locale

Herzing University has a long and proud tradition of helping students enter and succeed in their careers. The student’s unique situation may aid or hinder their career.

Disclaimer
Herzing University makes no promises or guarantees of licensing, certification, or employment. Due to unique factors and attributes of each student, it is possible that even after successfully completing a Herzing University program, a student may not find employment. Students should consider their own unique “employability” prior to enrolling in any college or career-preparation program.

ACADEMIC INFORMATION

GRADUATION REQUIREMENTS—GENERAL
The requirements for graduation are as follows:

1. Maintain a program grade point average of 2.00 or higher in the courses applicable to the student’s program.
2. Complete the required number of credit or clock hours, and achieve a passing grade in all required courses.
3. Meet all terms of the Satisfactory Academic Progress policy (see Undergraduate Standards of Satisfactory Academic Progress), including rate of progress of required program courses.
4. Other requirements may be included under individual program descriptions.

AWARD OF CREDIT FOR PRIOR LEARNING
Herzing University is committed to awarding students entering and studying at the University the maximum credit possible for their prior learning. There are four ways to be awarded prior learning credit at Herzing University. These are: transfer of credit from other colleges or universities, award of credit through standardized advanced placement testing, award of credit for military or industry courses and learning experiences evaluated by the American Council on Education (ACE) or the Council For Adult and Experiential Learning (CAEL), and award of credit through competency-based exemption examinations administered through Herzing University.

Limitations
For a diploma program, the last 12.00 credits awarded for the diploma must be completed through coursework or exemption testing at Herzing University. For an associate’s degree, at least 15.00 of the last 60.00 credits awarded for the degree must be completed through coursework or exemption testing at Herzing University. For a bachelor’s degree, at least 30.00 of the last 120.00 credits awarded for the degree must be completed through coursework or exemption testing at Herzing University. A minimum of twenty-five percent of the
program requirements must be taken in residence for all undergraduate students, including active-duty service members. Academic residency can be completed at any time while active-duty service members are enrolled. Reservist and National Guardsmen on active duty are treated in the same manner.

**Transfer of Credit From Other Colleges or Universities**

Applicants desiring to transfer credit to Herzing University for courses taken at other colleges or universities must have official transcripts sent to Herzing University from those colleges/universities. It is best if Herzing University receives official transcripts before class starts so that proper schedules can be prepared. For new students, this is typically done during the admission process prior to the beginning of the first term of enrollment but should be completed by the end of the first eight weeks of enrollment or re-enrollment. Students reentering or reenrolling after a break in attendance with Herzing University who wish to have courses taken during the break evaluated for transfer should submit their official transcripts prior to the end of the first eight weeks of reentry or re-enrollment. While enrolled at Herzing University, students are expected to take all their courses at Herzing University unless otherwise authorized in advance by the Academic Dean.

To receive credit for any college or university course taken elsewhere, all of the following apply:

1. The course for which credit is being sought must have been taken at an accredited college or university recognized by the United States Department of Education or a foreign college or university that is equivalent to an accredited U.S. postsecondary institution.
2. The course must be comparable to the course at Herzing University for which transfer credits are being sought.
3. The student must have earned a grade of at least a “C” or better in the course; unless specific programmatic course requirements call for a C+ (76%) passing grade. If a C+ is required to pass the course in which transfer credit is being evaluated the minimum requirement for transferability of this course is a C+ (76%).
4. The proper authorities at Herzing University must receive the official transcript directly from the other institution. A catalog or official description of the course from the previous college/university may also be required. As always, the acceptance of transfer credit is entirely at the discretion of the receiving college/university. In addition to the grade received, the length of time since the course was taken may be considered in certain course areas, to ensure that the content is still applicable.

**Award of Credit Through Advanced Placement Testing**

Herzing University will accept credit for any applicable nationally recognized advanced placement testing. These include the following:

- Advanced Placement (AP) from the College Board. (See [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com) for more information.)
- DANTES Subject Standardized Test (DSST) from Defense Activity for Non-traditional Education Support (DANTES). (See [www.getcollegecredit.com](http://www.getcollegecredit.com) for more information.)
- College Level Examination Program (CLEP) from the College Board. (See [www.clep.collegeboard.org](http://www.clep.collegeboard.org) for more information.)

**Award of Credit for Military or Industry Courses or Certification Tests Evaluated by ACE**

Herzing University accepts recommendations for award of credit for non-college military and industry courses and tests that have been evaluated by the American Council on Education (ACE). For example, many military courses in the Army, Navy, and Marine Corps have been evaluated for college credit by ACE, as documented on a Joint Service Transcript (JST). (Air Force training courses are included on a transcript as college courses by the Community College of the Air Force). For more information on credit recommendations for military courses, see [www.acenet.edu/militaryguide](http://www.acenet.edu/militaryguide). Similarly, many private companies have had their training courses or certification tests evaluated for award of college credit by ACE. For instance, StraighterLine offers many general education and other courses that fit in many Herzing programs that have been evaluated for college credit by ACE. (See [www.straighterline.com](http://www.straighterline.com).) Also, Microsoft and other information technology companies have had their certification tests evaluated. For more information on credit recommendations for industry courses and tests, see [www2.acenet.edu/credit](http://www2.acenet.edu/credit).

**Award of Credit Through Competency-Based Exemption Examinations**

A student who believes they have expert knowledge of the content of any course or courses based on work experience or other study may request to take a competency-based exemption examination administered by Herzing University. The exemption examination will be developed by a faculty member appointed by the Academic Dean and will be based on the course objectives (competencies) outlined for the course by the University. Students must achieve a grade equivalent to a B or better (85%) to be exempted from the course. Students will receive credit for the course(s) from which they are exempted, and the course(s) will be listed as “EX” on the student’s transcript. Exemption credit is not included in the grade point average (GPA) calculation. Students who wish to attempt to exempt any course or courses in their education program must do so prior to enrolling in the applicable course. Students interested in exempting courses should see the Academic Dean, however not all courses are eligible for exemption credit.
ACADEMIC LOAD FOR CREDIT-HOUR PROGRAMS OF STUDY

An undergraduate student’s status is determined by the number of credits they are taking in a semester. The chart below defines the minimum academic load requirement per semester and the associated academic status.

<table>
<thead>
<tr>
<th>Minimum Number of Credits (Academic Load)</th>
<th>Student Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.00 credits</td>
<td>Full-time</td>
</tr>
<tr>
<td>9.00 credits</td>
<td>Three-quarter time</td>
</tr>
<tr>
<td>6.00 credits</td>
<td>Half-time</td>
</tr>
</tbody>
</table>

Students desiring to take more than 18.00 semester credit hours in a semester must obtain the permission of the Academic Dean.

SEMESTER CREDIT-HOUR SCHEDULING

Herzing University operates on a semester system with three 16-week semesters per year normally divided into eight-or four-week sessions. Courses are offered either in a traditional classroom/lab format or a fully online format. For courses offered in the traditional classroom/lab format, the ratio of classroom/lab contact hours to semester credit hours awards is as follows:

- Lecture courses (including hands-on technology courses): 15 contact hours for each semester credit hour
- Science and healthcare labs: 30 contact hours for each semester credit hour
- Externship, practicum, and clinical courses: 45 contact hours for each semester credit hour

Study Time: Different students learn at different rates. However, students taking courses on-ground should expect to spend two (2) hours in study and preparation for each hour spent in lecture. This would include reading, papers, projects, exercises, study, and other preparation. Similarly, students should expect to spend one (1) hour in study and preparation for each two (2) hours spent in lab.

Online students should expect to spend a minimum of six (6) hours per week (over a 7½-week period) in their studies for each semester credit hour enrolled. This would include reading, researching and writing papers, doing projects, completing exercises, studying, and reflecting on the course material as well as the time spent on the computer participating in discussion threads, reviewing online course materials, taking tests, and uploading/downloading materials. The time devoted to classes scheduled for other than 7½-week periods would adjust proportionately.

EDFLEX EDUCATION OPTIONS

EdFlex at Herzing University is a range of learning format options students may have available to choose from. Courses may be offered in a traditional classroom or an online format. Students may select the format that best fits their educational needs and circumstances when available. Not all formats are available at all campuses for all courses. Check with your local campus for availability.

Traditional Classroom Course Format
The traditional classroom format is intended for students wanting to pursue their courses in a traditional classroom setting. Students may combine the classroom format with the online format by taking some courses online and others in the traditional format.

Online Course Format
The online format is intended for students who are not near one of our campuses or who prefer the flexibility of an online education. Students living near one of our campuses may combine the online format with the classroom format by taking some classroom courses on the campus and others online.

Hybrid Course Format
The hybrid course format is intended to combine some of the high-touch aspects of the traditional classroom format with some of the scheduling flexibility of the online format by replacing some of the face-to-face contact time from a lecture or lab course with online learning activities.

SOFTWARE AND MINIMUM TECHNOLOGY REQUIREMENTS

Students may be scheduled to take courses online or in a hybrid format, and many courses use electronic textbooks (eBooks); therefore, the following are minimum computer system requirements for both PC and Mac users. These requirements are reviewed periodically and subject to change. Additional requirements are listed for specific programs.

PC Users (Online or Hybrid Students)
- Windows 7, 8, or 10 operating system (presently not Windows 8 RT)
• A minimum of 2048 megabytes (2.0 GB) of internal memory for 64 Bit Operating Systems. A minimum of 1024 for 32 Bit Operating systems. Herzing University strongly recommends at least 2GB
• A minimum of 1.5 gigahertz (1,500 MHz) processor
• A minimum of 5 gigabytes (5.0 GB) free storage/hard drive space
• A DSL connection or faster — most courses are media-intensive
• Internet Explorer 9.0 or higher or Firefox 24 or higher (Firefox is freeware, downloadable from the web)
• Windows Edge Browser is not supported.
• Google Chrome browser (recommended for healthcare programs)
• Monitor resolution of 1,280 x 800
• CD/DVD reading drive
• Speakers or headphones
• Webcam or phone video cam capable of creating 5-10 minute video files (required for EN 116 Speech)
• Microphone

Mac Users (Online or Hybrid Students)
• A 32- or 64-bit Intel-based Apple Macintosh with Windows boot capability
• Boot Camp or Parallels (program required to run Windows on MAC)
• MAC OS X 10.7 or higher
• A minimum of 2.0 gigabytes (2.0 GB) RAM
• A minimum of 20 gigabytes (20.0 GB) free storage/hard drive space
• A DSL connection or faster — most courses are media-intensive
• Safari 6.0 or higher, Firefox 34 or higher
• Monitor resolution of 1,280 x 800
• CD/DVD reading drive

Microsoft Office Installation (Online and Campus Students)
It is very important that the following guidelines are used prior to and during the installation of Microsoft Office 2013.
• Please see the instructions located on the Herzing website at www.herzing.edu/admissions/technology-requirements for installing Microsoft Office (you will be directed to a one-page PDF).
• If you have any problems installing this software, please contact tech support at 1-866-508-0748, extension 10000. If you receive a voicemail message, please leave your name, student number, phone number, and a description of the issue that you are having.
• Please note that Herzing University is not responsible for any damage that may occur to a student’s computer, including, but not limited to, hardware, software, file directory, or file contents as a result of student’s installing software or not having the appropriate hardware configurations for such installation.

Additional Requirements for Graphic Design Students (Online and Campus Students)
All students will be provided with a student version of Adobe Creative Cloud (replaces Adobe Creative Suite as of July 2014).
• Microsoft Windows 7 (or higher) operating system
• Students will receive current software versions used in courses from bookstore
• Flatbed scanner: 600 dpi x 600 dpi; size 8.5” x 11”
• Digital camera with manual white balance, semi-automatic (minimum) or manual (preferred)
• 5” x 4” (or higher) graphic drawing tablet (computer input device, drawing alternative to mouse)
• 30 gigabytes (30 GB) storage/free hard drive space
• 512 megabytes (512 MB) video card
• CD/DVD burner highly recommended
• 200 gigabytes external hard drive highly recommended
Additional Requirements for Allied Health and Health Information Management Students (Online and Hybrid Students)

- Students in the allied health programs should avoid using Apple Mac computers, as they have proven to be problematic when accessing publisher-required sites and software sites such as VLab or Connect.

- Virtual Lab System requirements and AHIMA recommend the following software programs:
  - Java (Oracle Corporation)
  - Adobe Flash
  - Microsoft Silverlight
  - Citrix Receiver

Additional Requirements for Medical Assisting and Nursing Program Students (Online and Campus Students)

- Students will need access to a scanner to upload timesheets and other course material signed off by a clinical site designee and/or proctor.

Additional Requirements for Software Development and Information Technology Students (Online or Hybrid Students)

- A PC is strongly recommended for technology courses.
- Students using a Mac in their technology courses will need to use a PC for any course using Oracle software.
- Microsoft Internet Explorer 8.0 or higher (capable of running Microsoft Active X Control) is required for information technology students. Firefox, Safari, and other browsers do not meet this requirement.
- A minimum of 4048 megabytes (4 GB) of internal memory
- A minimum of 1.6 gigahertz (1500 MHz) processor
- A high-speed internet connection
- Microsoft Silverlight 4 or 5 (running Silverlight supported web browsers)

Students taking NT 305 and NT 341 must have a computer with the following hardware requirements:

- A 64-bit processor and at least an i5 Intel processor with VT technology (or equivalent AMD)
- At least 12 GB of RAM
- 300 GB free disk space
- Network interface card (NIC)

Students taking NT 320 must have a computer with the following hardware requirements:

- A 64-bit processor
- A wireless adapter or a wireless network interface card (NIC)
- Internet access

Note: Technology requirements can be accessed on the Herzing Website at www.herzing.edu/admissions/technology-requirements. Students taking courses in an online or hybrid format should have a technology back-up plan in case their normal technology is not operable for a period of time.

SOCIAL MEDIA POLICY

Students, faculty, staff, administration, and our constituents constitute a community of learners. Collectively, we share responsibility for exchanging knowledge and information, creating a culture that respects and values diversity, maintains an environment of accountability, and exemplifies Herzing University’s core values of professionalism, respect, integrity, caring for others, and engagement.

Herzing University believes that post-secondary education should create a platform for meaningful interaction among its constituents. Optimally, learning is a collaborative process. The richness of the learning experience is dependent upon the creation of a safe environment that encourages members of the learning community to share personal points of view. Social media platforms serve as one medium for the exchange of perspective.

Herzing University acknowledges that each form of social media including, but not limited to, Facebook™, Twitter™, Instagram™, YouTube™,
LinkedIn™, blogs, WhatsApp™, Snapchat™, Pinterest™, and consumer websites may be used as a platform for interaction. As members of the Herzing University community, students, faculty, and staff must recognize that opinions that they share may be attributed to the University. The same laws, professional expectations, and guidelines for interaction between and among Herzing University constituents apply regardless of physical or virtual context.

Because the university experience provides opportunities to inflict particular damage by revealing protected, personal educational information, violate patient health information laws, and publish other protected personal and institutional information, there is a high level of personal, professional, and institutional responsibility that students, faculty, and staff must demonstrate when using social media. The Social Media Policy is intended to provide a framework for appropriate use of social media.

**Guidelines for Posting on Social Media Sites**

Unless specifically instructed, students, faculty, staff, and administration are not authorized, and therefore are prohibited from, speaking on behalf of Herzing University.

**Social Media Postings Should**

- Maintain a professional image of Herzing University, its staff, faculty, students, and industry partners as respected individuals and organizations; and
- Maintain a positive and productive public image across the various academic and relevant professional industries.

**Social Media Postings Must Not**

- Be offensive, threatening, bullying, illegal, defamatory, or hostile;
- Contain profanity, false statements, or content that is sexual in nature, suggestive, or discriminatory either directly or suggestively;
- Promote or advertise a commercial product or solicit business or membership to other organizations;
- Contain phone numbers or e-mail addresses;
- Infringe on the rights of the organization or any individual or entity to include privacy, intellectual property, or publication rights; or
- Violate any applicable government or regulatory body policies including HIPAA.

**Personal Blogs**

Herzing University respects the right of students, faculty, staff, and administration to write blogs and use social networking sites and does not wish to discourage self-publishing or self-expression. Students, faculty, staff, and administration are expected to follow the guidelines and policies set forth. Herzing University respects the right of individuals to use blogs and social networking sites as a medium of self-expression and public conversation and does not discriminate against those who use these media for personal interests and affiliations or other lawful purposes.

Bloggers and commenters are personally responsible for their commentary on blogs and social networking sites. Herzing University recommends that individuals make sincere efforts to confirm the truth and accuracy of facts set forth in each social media post prior to posting. Bloggers and commenters can be held personally liable for commentary that is considered defamatory, obscene, proprietary, or libelous by any offended party, including but not limited to Herzing University.

Students, faculty, staff, and administration may not use University-owned equipment, including computers, University-licensed software, or other electronic equipment to conduct personal blogging or social networking activities. Students, faculty, staff, and administration may not use blogs or social networking sites to harass, threaten, discriminate, or disparage against anyone associated with or doing business with Herzing University. If an individual chooses to identify himself/herself as being affiliated with Herzing University, it should be understood that some readers may view him/her as a spokesperson for the University. Consequently, individuals should state that views expressed in their blog or on other social media platforms are their own and not those of the University, or of any person or organization affiliated or doing business with Herzing University.

**Social Media Monitoring**

Students, faculty, staff, and administration are cautioned that they should have no expectation of privacy while using the Internet. Postings can be reviewed by anyone, including Herzing University. The University reserves the right to monitor comments or discussions about the University, its employees, students, and the industry, including products and competitors, posted on the Internet by anyone, including employees and nonemployees. Students, faculty, staff, and administration are cautioned that they should have no expectation of privacy while using University equipment or facilities for any purpose, including authorized blogging.

Herzing University reserves the right to

- Ban future posts from people who repeatedly violate the social media policy and/or the University code of conduct;
- Remove or edit comments from its social media properties at any time;
• Request third-party providers and/or social media platforms to ban or remove posts;
• Amend these policies at its discretion, regardless of timing, circumstance, or without formal notice; and
• Take disciplinary or legal action related to student violation of the social media policy.

**Reporting Violations**
Herzing University requests and strongly urges students, faculty, staff, and administration to report any violations or possible or perceived violations. Violations may include discussions of Herzing University and its employees, students, and clients and any unlawful activity related to blogging or social networking.

**Discipline for Violations**
Herzing University investigates and responds to all reports of violations of the social media policy and other related policies. Violation of the University’s social media policy will result in disciplinary action up to and including dismissal from the University.

Discipline will be determined based on the nature and factors of any blog or social media post. Herzing University reserves the right to take legal action where necessary against students, faculty, staff, and administration who engage in prohibited or unlawful conduct.

**Nursing and Allied Health Programs**
In addition to the Herzing University Social Media Policy, most clinically based programs have additional restrictions required by various professions as listed below:

1. Confidentiality must be maintained. The student or faculty member may not transmit via any electronic media any patient-related information or images that may be reasonably construed to violate patient confidentiality. Students must not
   • Identify patients by name or use data that may lead to identification; or
   • Share, post, or in any way disseminate any information about a patient gained through the provider-patient relationship with anyone other than the healthcare team or with a faculty member as it is used in evaluation of educational outcomes.
2. Students may not post disparaging, offensive, threatening, bullying, illegal, defamatory, or hostile comments about a patient, faculty member, employee, student, or clinical facility, even if not identified.
3. Students may not take photos or videos of patients on personal devices, including mobile devices.
4. Students must maintain professional boundaries in the use of electronic media.
5. Students must adhere to the social media policies of the agencies hosting internships, preceptor experiences, or faculty-guided clinical experiences. This includes policies related to agency-owned computers, cameras, and other electronic devices and the use of personal devices while on the property of the agency.
6. Students must immediately report any identified breach of confidentiality, privacy, or policy violation to a faculty member or administrator.
7. Students must recognize and remember the ethical and legal obligations required to maintain privacy and confidentiality at all times.

Failure to adhere to these policies may result in reprimand, failure of a course, dismissal from the University, or other actions as defined within the University’s Student Code of Conduct policy.

**ONLINE EDUCATION**

Herzing University offers many of its courses and some full programs of study that lead to credentials in an online format. Not all of Herzing University’s programs are offered online. There can be substantial difference in programmatic accreditation, which may be a requirement to sit for licensure or certification. Students should independently investigate and ensure that the program they desire is offered through Herzing Online and in the appropriate format to meet their desired potential career outcome. Students should rely only on the written information provided in the academic catalog and not on oral representations or other documents. Some licensing and certifying agencies and employers limit the number of online courses a student can take and still be eligible for licensing, certification, employment, or tuition reimbursement. Students should independently investigate any such limit impacting their educational program or career outcomes and make an informed decision concerning online education.

Below is a listing of undergraduate programs offered online. Some programs may require an on-ground learning component such as a clinical, bootcamp, or externship/internship. The programs with an asterisk (*) currently require an on-ground component.

• Bachelor of Science in Accounting
• Bachelor of Science in Business Management With No Concentration
• Bachelor of Science in Business Management With a Concentration in Business Administration
• Bachelor of Science in Business Management With a Concentration in Entrepreneurial Studies
Bachelor of Science in Business Management With a Concentration in Human Resource Development
Bachelor of Science in Business Management With a Concentration in International Business
Bachelor of Science in Business Management With a Concentration in Marketing
Bachelor of Science in Criminal Justice With No Minor or Concentration
Bachelor of Science in Criminal Justice With a Concentration in Homeland Security
Bachelor of Science in Criminal Justice With a Concentration in Supervision and Management
Bachelor of Science in Graphic Design With No Declared Concentration
Bachelor of Science in Graphic Design With a Concentration in Print Design
Bachelor of Science in Graphic Design With a Concentration in Web Design
Bachelor of Science in Health Information Management *
Bachelor of Science in Healthcare Management and/or With a Dental Hygiene Emphasis
Bachelor of Science in Homeland Security and Public Safety With No Minor or Concentration
Bachelor of Science in Information Technology With No Concentration
Bachelor of Science in Information Technology With a Concentration in Network Management
Bachelor of Science in Information Technology With a Concentration in Security Technology
Bachelor of Science in Legal Studies *
Bachelor of Science in Nursing—RN to BSN Bridge *
Bachelor of Science in Software Development With No Declared Minor or Concentration
Bachelor of Science in Software Development With a Concentration in Computer Programming
Bachelor of Science in Technology Management
Associate of Science/Associate of Applied Science in Accounting
Associate of Science/Associate of Applied Science in Business Management
Associate of Science/Associate of Applied Science in Business Studies
Associate of Science/Associate of Applied Science in Criminal Justice
Associate of Science/Associate of Applied Science in Design Studies
Associate of Science/Associate of Applied Science in Graphic Design
Associate of Science/Associate of Applied Science in Health Information Management *
Associate of Science/Associate of Applied Science in Healthcare Management
Associate of Science/Associate of Applied Science in Information Technology
Associate of Science/Associate of Applied Science in Insurance Billing and Coding Specialist
Associate of Science/Associate of Applied Science in Legal Studies
Associate of Science/Associate of Applied Science in Medical Assisting Services *
Associate of Science/Associate of Applied Science in Medical Office Administration
Associate of Science/Associate of Applied Science in Software Development
Associate of Science/Associate of Applied Science in Technology Studies
Diploma in Bookkeeping and Payroll Accounting *
Diploma in Insurance Billing and Coding Specialist
Diploma in Medical Assisting Services *
Diploma in Medical Office Administration

Students at the Atlanta and New Orleans campuses must complete all paralegal courses at the campus in a traditional classroom format. The online bachelor’s and associate’s degrees are not approved by the American Bar Association.

See the Herzing University Graduate Catalog for a listing of online graduate program offerings.

Online education results in the following benefits:

1. Students may be able to take a course that is not offered at the campus they attend in the academic period they need it.
2. Students who are unable to take preferred classes due to space or other limitations (e.g., “wait-listed students”) may be able to take courses online and avoid disrupting their matriculation.
3. Students may be able to continue their program of study online when life changes (e.g., changes in employment status or physical condition) make it impossible for them to attend traditional courses.
4. Students may be able to take a program of study at Herzing University even if they do not live near a campus.
5. Students will gain valuable interactive experience with a medium that has become increasingly more crucial and pervasive. Effective use of the Internet will also provide a means of communication and a method for accessing and disseminating information for students and staff.
Criteria for Participation

Participation in online course offerings by currently enrolled Herzing University students can be initiated by the student or by the institution. Participation in an online course may be necessary to meet specific graduation timelines such as a three-year bachelor’s degree. In all cases, whether student- or institution-initiated, the campus Academic Dean has the final authority regarding admission to the online courses. The additional criteria that must be met by currently enrolled Herzing University students for admission to an online course are:

1. The student must have all of the appropriate technology (e.g., hardware and software) available to him/her as well as a technology backup plan or other available computer/internet access in the event their primary computer or laptop is unavailable. Current software and technology requirements are listed in the Academic Information section of the catalog.

2. The student must have appropriate computer skills (e.g., keyboarding, word processing, etc.).

3. The student must complete an online orientation session prior to starting their online course.

Optional: Students pursuing a full program online must fulfill the same admissions criteria as on-campus students (see the “Admissions” section). The required personal interview is conducted over the phone.

Student Services

Herzing University students who participate in an online course or programs are eligible for any/all student services offered by the University. These services typically include financial aid for those who qualify, employment assistance, academic advising, tutoring programs, and learning resources.

These services will be provided to the student electronically, through use of e-mail or referrals to Internet websites, or telephonically. Students are linked to these services, such as financial aid, on Herzing University’s Website located at www.herzing.edu/. Learning resources are available to online students through the Library Information Resources Network (LIRN). After admissions requirements are met and satisfactory financial arrangements have been made, online students will be provided with LIRN’s Uniform Resource Locator (URL), Herzing University campus code, and a personalized ID number. If a student has difficulty in accessing or navigating the LIRN Website, he/she will be able to contact the campus librarian for assistance. Assistance will be provided electronically via e-mail or over the telephone, as needed. Career development services for online graduates include completion of the Professional Development II course, assistance with online employment databases, coaching in the résumé development process, and help with devising a strategy to independently locate local job opportunities. Online students may also contact the Academic Support Center for assistance with understanding course materials via a link in each online course.

For issues with your course content, assignments, or tests first contact your Instructor.

For missing courses, first contact your campus Registrar.

For any other technical questions (or if you can’t reach your Instructor or Registrar), Herzing IT support is available:

- 866-508-0748, extension 10000
- Weekdays 8 a.m. to 8:30 p.m.
- Weekends 11 a.m. to 3 p.m.

For Blackboard-specific questions outside of IT hours, you can contact Blackboard’s 24/7 support at (866) 350-5017.

Method of Instruction

Instructional methods may include lecture in written, audio, and video forms, presentations, small group discussions, small group presentations, online audio-conferences, electronic blackboard, threaded discussion, online chat, peer critiques, and e-mail. Students are expected to log in and actively participate several days per week and are expected to spend approximately 18 hours per week on class educational activities when taking a three-credit course scheduled over eight weeks. For courses of a greater or lesser number of semester credit hours, the time commitment will be proportional. In addition, there may be extra reading, studying, and assignment completion requirements during offline time.
GRADING POLICIES

Grade Scale
Herzing University grades are rounded after two decimal places. The earned grade is the grade that is posted and representative of the grading scale(s) below. In most cases, letter grades are awarded as shown below, unless a different scale is outlined in a specific course syllabus.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>93.00-100.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
<td>90.00-92.99</td>
</tr>
<tr>
<td>B+</td>
<td>3.25</td>
<td>87.00-89.99</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83.00-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
<td>80.00-82.99</td>
</tr>
<tr>
<td>C+</td>
<td>2.25</td>
<td>76.00-79.99</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>70.00-75.99</td>
</tr>
<tr>
<td>D+</td>
<td>1.25</td>
<td>66.00-69.99</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>60.00-65.99</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>59.99 or below</td>
</tr>
<tr>
<td>P</td>
<td>N/A</td>
<td>70.00 or better</td>
</tr>
<tr>
<td>NP</td>
<td>0.00</td>
<td>69.99 or below</td>
</tr>
</tbody>
</table>

When the minimum passing grade is not achieved, a grade of F is assigned.

In some instances, transcripts hold academic marks that are not from the above grading scale. Those academic marks are listed below.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt</td>
</tr>
<tr>
<td>PAS</td>
<td>Pass Developmental</td>
</tr>
<tr>
<td>FAIL</td>
<td>Fail Developmental</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>TR</td>
<td>Transfer</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal Prior to the Mid-Point of the Course</td>
</tr>
<tr>
<td>WN</td>
<td>Withdrawal Never Attempted</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal Passing (discontinued in 2008)</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing (discontinued in 2008)</td>
</tr>
</tbody>
</table>

Minimum Passing Grade
The minimum passing grade in most courses at Herzing University is a D (60.00%). However, some courses may require a minimum passing grade of 76.00% or better to pass. The following healthcare core courses have a minimum passing grade of a C+ (76.00%):

- Dental Hygiene (DH)
- Dental Science (DS)
- Emergency Medical Technician (EM)
- Medical Laboratory (MT)
- Nursing—NA, NB, NF, NM, NO, NU, NW, and PN
- Occupational Therapy Assistant (OT)
- Physical Therapist Assistant (PT)
- Radiologic Technology (RT)
- Surgical Technology (ST)

For courses that require a minimum passing grade of 76.00% or better to pass, the following grading scale applies.
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>93.00-100.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
<td>90.00-92.99</td>
</tr>
<tr>
<td>B+</td>
<td>3.25</td>
<td>87.00-89.99</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83.00-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
<td>80.00-82.99</td>
</tr>
<tr>
<td>C+</td>
<td>2.25</td>
<td>76.00-79.99</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>75.99 or below</td>
</tr>
</tbody>
</table>

Other courses may have other specific minimum passing grades, in which case they will be outlined in the course syllabus. When the minimum passing grade is not achieved, a grade of F is assigned.

**Courses With Separate Lab or Clinical Components**

For courses with separate classroom (lecture), lab, or clinical components, generally, students will be awarded a single grade for both the classroom (lecture) and lab/clinical components, and students must successfully pass both components to pass the course. Therefore, if a student fails either the classroom (lecture) or the lab/clinical component of the course, the student will be required to repeat both the classroom (lecture) and the lab/clinical components. Exceptions must be approved by the academic dean.

**Incompletes**

A grade of Incomplete (I) will be given to a student only in cases where the student is not able to complete the work for a course due to extenuating circumstances. It is only given with the permission of the Academic Dean. If a grade of incomplete “I” is issued and the “I” is not removed and replaced with the updated grade within two class weeks after the start of the next academic period, the earned grade at that time will be issued. If the course is failed it will be repeated if required for graduation.

**Transfer Grades**

A grade of Transfer (TR) will be given to a student denoting credits allowed toward completion of a program based on completion of transferable work at another post-secondary institution. (See “Transfers of Credits from Other Colleges and Universities.”) No more than 75% of a student’s credits or clock hours toward a degree/diploma may be transferred to the University. A grade of (TR) is not calculated into the grade point average.

**Exemption Credit**

A grade of Exempt (EX) will be given to a student denoting credits earned toward completion of a program by achieving a score of at least 85% on a comprehensive examination in a course which is an element of that program. No more than 25% of the student’s credits toward a degree/diploma may be exempted and in combination with transfer credits may not exceed 75% of the credits toward a degree/diploma. Students who wish to attempt to exempt any course or courses in their education program may attempt the exception examination at any time prior to enrolling in the applicable course. An exemption may result in a change of status from full-time to part-time and may impact a student’s financial aid award. A fee will be charged per course exemption attempted. For additional information on exemptions, see the “Course Exemptions” section of this catalog.

**Withdrawals**

A grade of Withdrawal (W) will be given to a student withdrawing prior to the midpoint of any course. A “W” will not be calculated into the grade point average but will be counted as a course attempted. As such, it can affect a student’s satisfactory academic progress. Refer to the “Standards of Satisfactory Academic Progress” section of this catalog for more information. Following the midpoint of the course, a letter grade must be assigned. A non-punitive Withdrawal (W) will be given to students withdrawing from a developmental studies course, which will not affect a student’s satisfactory academic progress.

**Pass/No Pass**

Pass/No, Pass grades are awarded for specific courses as indicated on the course syllabus. A grade of Pass (P) will be awarded to a student who successfully completes the course with a grade of 70% or better. A final grade below 70% will be issued a No Pass (NP) grade.
Pass grades are included in the pace calculation of academic progress (see section on “Undergraduate Standards of Academic Progress”) however, the Pass (P) grade is excluded from the Grade Point Average (GPA).

**Pass/Fail for Developmental Courses**

A grade of pass (PASS) will be awarded to a student who successfully completes any developmental education courses with a grade of 70% or better. Institutional credit will be earned for credit-bearing courses; however, is not included in the standards of academic progress calculation (see section on “Undergraduate Standards of Academic Progress”). A grade of fail (FAIL) will be issued for final grades below 70% and is not included in the standards of academic progress calculation. A student is only permitted two attempts for each developmental course.

**Grade Appeal Procedure**

A student who has a dispute with an instructor’s grading on a test, assignment, or the final grade in a course must follow the steps outlined below. For students enrolled in nursing programs, please check with the Nursing Program Director for program-specific information.

1. The student must first try to resolve the difference with the instructor involved. If the instructor agrees to the student’s request, the instructor will make the appropriate change in the grade book or submit a grade change through the Academic Dean. If the student agrees with the instructor’s decision, the appeal is considered resolved.

2. If a satisfactory solution cannot be reached between the student and the instructor, the student may submit a written grade appeal to the Academic Dean. A grade appeal must be made within two weeks for an exam and within 30 days of grade issuance for a course. The Academic Dean will investigate the facts of the case and make a decision in writing regarding the grade within seven days of receiving the appeal.

3. Normally, the decision of the Academic Dean regarding a grade appeal is final. However, if the student still feels a satisfactory solution has not been reached, the student may submit a further written appeal to the campus President. Appeals to the campus President must be submitted within 30 days of the Academic Dean’s decision. The campus President’s decision will be made in writing within seven days of receiving the appeal and will be final.

**Grade Point Average**

Each grade is assigned a numerical value on a 4.00 system as shown under quality points in the chart below. In order to determine a student’s program grade point average (PGPA), the credit or clock hours for each course are multiplied by the quality points for the grade earned in the course. The total number of points, as calculated, is then divided the total number of credits or clock hours attempted to obtain the PGPA. In instance when a student transfers programs, only courses applicable to the current program of study are included in the PGPA. A sample calculation is shown:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Quality Points</th>
<th>Credits</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 107 College Algebra</td>
<td>B</td>
<td>3.00</td>
<td>4.00</td>
<td>12.00</td>
</tr>
<tr>
<td>PS 101 Psychology</td>
<td>C</td>
<td>2.00</td>
<td>3.00</td>
<td>6.00</td>
</tr>
<tr>
<td>IS 170 Visual Basic I</td>
<td>B</td>
<td>3.00</td>
<td>4.00</td>
<td>12.00</td>
</tr>
<tr>
<td>IS 112 Computer Networks</td>
<td>A</td>
<td>4.00</td>
<td>4.00</td>
<td>16.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>15.00</strong></td>
<td></td>
<td><strong>46.00</strong></td>
</tr>
</tbody>
</table>

The sum of 46.00 total points divided by 15.00 credits gives a grade point average of 3.07. In the case of a course being repeated, the highest grade earned is used to determine the program grade point average. Any courses below the 100 level (i.e., EN 090, MA 090) are not included in the grade point average calculation.

**ADDITIONAL COURSEWORK**

Other college courses may be selected outside a student’s program of study within this catalog (with the approval of the Academic Dean) for which the student has the appropriate prerequisite. Any additional coursework taken will count as attempted courses for purposes of satisfactory academic progress.

**GRADUATION CEREMONY**

Students who have completed all of the requirements for a diploma or degree may participate in the graduation ceremony sponsored by either their local campus or another Herzing University campus. Online graduates may participate in any Herzing University graduation.

Students who are in their last semester of study may apply to participate in a graduation ceremony prior to their actual graduation. In these cases, the graduation program will indicate that actual graduation will be pending successful completion of diploma/degree requirements. Students wishing to “walk early” should check with their academic dean for specific policies and procedures. “Walking early” does not
confer a diploma, certificate, or degree on a student. All graduation requirements must be met prior to the actual awarding of a diploma, certificate, or degree.

**ACADEMIC AWARDS**

**Semester Awards**

Students who complete six or more semester credit hours within a semester and achieve a semester grade point average of 3.50 will be placed on the Dean’s List, and those who achieve a semester grade point average of 4.00 will be placed on the President’s List. Other semester awards may be available for students to apply for. Please contact your campus for additional information.

**Graduation Awards**

- **Honors Graduates From Associate’s and Diploma Programs**: Any graduate who has obtained a program grade point average of 3.50 or higher will be considered an *Honors Graduate* and will have such status appropriately noted on the graduation exercises program and on the student’s degree/diploma. Other graduation awards may be noted on the graduation exercises program and on the student’s degree/diploma.

- **Honors Graduates From Baccalaureate Programs**: An *Honors Graduate* from a baccalaureate program is eligible for one of the following designations and will have such status appropriately noted on the graduation exercises program and on the student’s degree/diploma.

<table>
<thead>
<tr>
<th>Title</th>
<th>Program GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum Laude</td>
<td>3.50–3.69</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.70–3.89</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>3.90–4.00</td>
</tr>
</tbody>
</table>

- **Student of the Year Award**

  This award will be given to one student in each graduating program or to one student for the entire graduating class who has accomplished all of the following:

  - Is an *Honors Graduate*
  - Has maintained a high attendance average
  - Has demonstrated leadership and inspiring attributes throughout the program
  - Has made outstanding contributions to the University and to fellow students

- **Herzing Cup**

  The Herzing Cup is awarded for the best presentation by a student or student group (a maximum of four students to a group). The presentation must involve some analysis and study of a product, service, design, or process with the purpose of introducing a new product, service, design, or process or improving an existing one. The presentation is judged upon its overall effectiveness and professionalism, clarity of expression, proper grammatical usage, and organization.

- **Herzing Campus Project Award**

  This is a campus award, with each campus choosing the specific department and project, e.g., Technology, Business, Graphic Design, Public Safety, or Healthcare. This award is for the best capstone or other project in each department at each campus based upon the following:

  - Professional level of the content
  - The importance and practicality of the project
  - Quality of the work
  - Originality

  If this is a team effort, the team should be made up of no more than four students. A team or individual may win both the Herzing Cup and the Herzing Campus Project Award.

**SERVICE QUALITY ASSURANCE**

Herzing University is committed to the complete satisfaction of our students and their employers. We pride ourselves in providing a quality, student-centered educational experience that successfully prepares our graduates for employment. We offer the following written service quality assurance to our valued student and employer customers.

**Assurance to Students**

A Herzing University student may retake any course that he or she is dissatisfied with at no additional charge for tuition provided the student completed and passed the course with a “C” or better, demonstrated compliance with the stated attendance policy for the course in ques-
tion, is not in default on his/her student loan(s), and is current in financial standing with the University.

Assurance to Employers

If an employer feels a Herzing University graduate is not functioning satisfactorily in a job reasonably related to his or her program of study that had been completed within the last 12 months, Herzing University will allow the student to retake any course offered in the student’s completed curriculum without tuition cost to the student or the employer.

Notes on the Service Quality Assurance Policy

1. For employers, a phone call or letter to the Department of Career Development, the Academic Dean, or campus President/Director will be sufficient to allow students to repeat any course(s) that the employer believes is/are necessary.
2. The student repeating a course will be expected to attend a class (on a space-available basis) offered in the University's normal class schedule.
3. A student repeating a course will do so on an “audit” basis (i.e., no grade will be received, and the student’s academic performance will not affect his or her transcript).
4. A student repeating a course under the student assurance above must do so within 12 months of completing that course. Please note that the student is responsible for the purchase of books and materials.

THREE-YEAR BACHELOR OF SCIENCE DEGREE COMPLETION POLICY

For programs of 130.00 semester credit hours or less, students will be provided the classes they need to complete their bachelor of science degree in three years, or Herzing University will provide, at no tuition cost to the student, any additional courses required. The student may be required to take some courses online to remain on schedule. This policy does not apply to students transferring to Herzing University from other colleges or universities.

Student Conditions

The student must meet the following conditions in order to qualify for the policy:

1. Attend all of the semesters each year after matriculating. Herzing University offers three semesters of instruction a year (i.e., year round).
2. Carry a normal full course load of at least 16.00 semester credit hours each semester.
3. Follow the course schedule, including online courses, as established by the Academic Dean and not fail or withdraw from any course.
4. Earn a passing grade in each course.
5. Maintain a 2.00 or better program grade point average.

UNDERGRADUATE STUDENTS TAKING MBA PROGRAM COURSES (DUAL CREDIT)

Undergraduate students may take up to four MBA program courses (12.00 semester credit hours). The course(s) may be applied at the undergraduate level as electives or as course substitutions (with the approval of the academic dean). If the student is later accepted into the Herzing MBA program, the course and grade will be applied to the program. Course(s) will be graded according to the graduate grading scale. To be eligible, students must have a minimum undergraduate grade point average of 2.70 at the time of registration.

UNDERGRADUATE STUDENTS TAKING MSN PROGRAM COURSES (DUAL CREDIT)

Undergraduate nursing program students may take up to four approved, graduate courses (12 semester credit hours). Approved graduate courses passed with a grade of “B-” or higher may be applied in the BSN degree as course substitutions with the approval of the Department Chair. If the student applies and is accepted into a graduate nursing program, the course and grade will be accepted into that program with two provisions: (1) the course was completed with a grade of “B-” or higher within five (5) years of the date of matriculation into the graduate program, and (2) the course is part of the graduate nursing program selected.

Important Notes

All graduate nursing courses are graded according to the graduate grading scale and only grades of “B-” or higher are considered passing. To be eligible for this dual credit program, students must have a minimum undergraduate grade point average of 2.70 at the time of registration. Because some graduate nursing programs have additional background check requirements and other restrictions/requirements, completion of one or more graduate courses does not guarantee acceptance into any graduate nursing program.

BACHELOR’S AND MBA DEGREES IN FOUR YEARS WITH DUAL CREDIT

Students who meet the criteria below can complete both their bachelor’s degree and MBA degree in four years (12 semesters total).
Complete a Herzing University bachelor’s degree in three years (nine semesters) under the Three-Year Bachelor of Science Degree Completion Policy in the Herzing University Undergraduate Catalog.

Successfully complete 12.00 semester credit hours of graduate study as an undergraduate student under the Undergraduate Students Taking MBA Program Courses (Dual Credit) policy in the Herzing Undergraduate Catalog.

Meet the admissions requirements of the MBA program in the Herzing University Graduate Catalog.

Enroll full-time in the MBA program (at least 9.00 semester credit hours) each semester while in the MBA program.

Meet the graduate satisfactory progress and graduation requirements outlined in the Herzing University Graduate Catalog.

**MULTIPLE DEGREES AT THE SAME LEVEL**

Students who wish to complete two or more degrees at the same degree level (i.e., a second bachelor’s degree after completing their first bachelor’s degree at Herzing University) must complete all of the degree requirements for each subsequent degree, including at least 15.00 semester credit hours of coursework not applied to their previous Herzing University degree(s).

**CURRICULUM CHANGES**

As educational programs are modified and updated to meet the needs of the students and the community, the University may need, and has the right upon approval of appropriate entities, to change the course curriculum, schedules, prerequisites, requirements, or courses for which there is insufficient enrollment. However, curriculum will not be changed to require existing students to take more credits to graduate than their original degree/diploma program, unless required by accreditation, state agencies, or other regulatory bodies. In this case, the University will ensure there is no adverse financial impact on the student. Changes will be reflected in an addendum to this catalog and will then be considered an integral part of this publication.

**INSTITUTIONAL ASSESSMENT OF STUDENT ACADEMIC PERFORMANCE**

Herzing University is committed to the continual improvement of its educational processes and programs. To accomplish this, the University periodically conducts an assessment of student academic outcomes. Consequently, students can expect to participate in academic outcomes assessment activities during their educational experience at the University.

The aggregated results of these assessment activities will be used exclusively to identify relative strengths and opportunities for improvement in the University’s educational processes and programs. The results for individual students will be kept strictly confidential, will not be maintained, and will not affect their academic standing in any way.

**DEVELOPMENTAL STUDIES**

The Herzing University administration and faculty recognize that the University’s students come from a variety of academic backgrounds. Consequently, the University acknowledges the need for and provides specialized developmental studies to assist students in making the transition to the University’s programs of study. These courses are designed to help students succeed in their college-level studies by improving their study, reading, writing, and mathematics skills. Fundamental knowledge of these skills is important in establishing a foundation for academic success at Herzing University and in the student’s chosen career field. All students have the opportunity to take standardized admissions and placement examinations to assess their individual need for developmental coursework. If a student scores sufficiently high on the standardized tests, they may elect to be placed out of the appropriate developmental course(s). Otherwise, they will be scheduled for the developmental courses in addition to the coursework within their program of study, which, in turn, will be an institutional requirement and may increase the length of time to graduate and increase corresponding costs.

Students scheduled in developmental studies courses benefit because:

1. They have the opportunity to assess their skills prior to beginning classes in order to identify the specific areas in which developmental coursework may be needed.
2. The developmental coursework is focused on the specific area of need identified by the placement examination.
3. This type of coursework helps to increase the student’s confidence and can encourage students to establish higher academic expectations.
4. Specialized developmental coursework can reduce the anxiety of adult learners who may be returning to academic endeavors.

The developmental course(s) a student may be scheduled for are:

- **EL 081 Basic English Level 1** (360.00 clock hours): EL 081 is the first of four developmental courses designed to enhance the English language proficiency of individuals who have deficiencies in speaking the English language fluently. A student may take this course
Students may voluntarily withdraw themselves from a course at any time by notifying the Academic Dean or Registrar. If a student has already attended (in-person attendance for a campus-hosted course and active participation in an online course—this is indicated as attending/actively participating throughout the catalog) in the class he/she wishes to drop, then the grade for the course will be based on the date the withdrawal is requested. If the request to withdraw from an individual course is before the midway point of the course, the grade assigned will be a “W.” If the request to withdraw from an individual course is after the midway point, a letter grade will be assigned. The midpoint of the course varies, depending on the length of the course. For example, in a four-week course, the midpoint of the course starts on the Monday of the third week. In an eight-week course, the midpoint of the course is the Monday of the fifth week. In a 16-week course, the midpoint of the course is the Monday of the ninth week.

The course letter grade will be included in the calculation of the student’s program grade point average (PGPA). A student who withdraws from a course does not get a tuition reduction. If a student completely withdraws from the University, the tuition reduction (if any) will conform to the refund policy of the University.
Withdrawal From University
A student may withdraw from Herzing University at any time by notifying the Academic Dean or Registrar. If the withdrawal occurs during an ongoing semester, the grade assigned to each course will be based on the student’s overall last date of attendance with the University. If the student’s overall last date of attendance is prior to the midway point of the course, then the grade assigned will be a “W.” If the student’s overall last date of attendance is after the midpoint of a course, then a letter grade will be assigned. The University will withdraw a student if he/she fails to attend all their courses for a period of 14 days.

Withdrawal Due to Military Service Needs
Herzing University encourages military students to continue their education and assures them that the University will provide them with the highest level of commitment and support while they defend this great country and its allies. In keeping with the University’s tradition of being a military-friendly institution, the following policies regarding military deployments and military exigencies have been adopted.

1. Herzing University, through Herzing Online, will make all reasonable efforts to make it possible for military students to continue their studies, even during deployments or other military commitments.

2. When military students on active duty (whether regular active duty, reserve, or National Guard members called to active service) must withdraw from one or more classes due to military deployment or other military exigencies, the University will waive the requirement that withdrawals be made prior to the midpoint of the course. In such cases, the student’s grade will be recorded as a “W” (withdrawal) and will not count against the student’s grade point average. Also, the University will scholarship any tuition or fees paid by the service member not covered by military tuition assistance. The requirement to withdraw due to the needs of the military must be verified in writing by the student’s unit commander or designate. Military orders alone are not sufficient since, in many cases, deploying students desire and are able to continue their studies while deployed.

3. Should a military student in good standing with the University need to withdraw from the University entirely due to military commitments, the service member may return to the University in good standing at the beginning of any 4-, 8-, or 16-week session convenient to the student. No time limits apply.

Students Receiving VA Educational Benefits at the Orlando Campus
The following policy applies to students receiving Veterans Administration (VA) Educational Benefits who are enrolled at the Orlando campus.

Students receiving Veterans Administration Educational Benefits will have their attendance monitored by the Registrar’s Office as required by the VA. Each course will be monitored on a daily basis. Students attending less than 80% of their scheduled course(s) will be reported to the VA SCO and may have their educational benefits terminated by the VA.

This policy is in addition to the overall attendance policy that is found within the University Catalog under Withdrawals Due to Attendance.

ADD/DROP PERIOD
The last two weeks of each semester are the add/drop period for the subsequent semester. A student may make changes to his/her schedule during this two-week period. Any changes made to a student’s schedule after the end of the add/drop period may only be done with permission from the Academic Dean and the Educational Funding Department and may be subject to a schedule change fee, as outlined in each campus’s fee schedule.

ACADEMIC WARNING AND PROBATION
A student will be placed on academic warning if the student does not meet the standards of satisfactory academic progress (see the “Standards of Satisfactory Academic Progress” section of this catalog). If the student does not meet the standards of satisfactory academic progress by the end of one semester of academic warning, the student may be dismissed from the University or may lose eligibility for federal financial aid. When there are mitigating or extenuating circumstances, a student may appeal dismissal from the University and/or termination of eligibility for federal financial aid. A student who successfully appeals will be placed on probation. The conditions of the probation are specified in writing at the time of being placed on probation. Normally, the period of probation is one semester, but it may be longer if specified in an academic plan included in the conditions of probation.

ATTENDANCE POLICY AND PROCEDURES
Attendance Philosophy
The philosophy of Herzing University is that college is not only a place to learn technical and business skills and to develop academically, but also a place to develop important work habits. Important work habits include responsibility and reliability, and attendance is a major factor in both. Also, a student should understand that missing a class affects more than the individual student. It affects the class if the student has to ask questions regarding what was covered when he or she was not there, and it affects the instructor who may have to assign make-up
material or give other individual attention to the absentee. For that reason, and to avoid disruption to the educational process caused by erratic attendance, the University emphasizes attendance in all courses.

**Withdrawals Due to Attendance**

Herzing University is required to withdraw students from school after 14 consecutive calendar days of non-attendance. Attendance will be checked daily, and students not meeting the attendance policy will be withdrawn. Attendance will be monitored for all ground courses, online courses, and clinical courses. Herzing University breaks and official holidays are not included when counting the 14 days.

**New Students**

New Students New students must attend/actively participate in week two of courses in order to become active students. If a new student does not attend/actively participate in a class in week two, his/her enrollment will be canceled. Week one is considered a trial period for new students only. A new student who attends/actively participates in week one but never attends/actively participates in week two will not become an active student, and his/her enrollment will be canceled. See “Online Attendance” for further requirements. If a student is attending more than one class and satisfies all admissions and funding requirements, the student becomes active based on attendance of at least one class in week two. Herzing will not drop or unregister a class as long as the student has attended a course in week one and has attended a different course in week two. A student can still request to be unregistered from a class that has been attended only in week one until the start of week three. Please note, however, if a student never attends a class in both week one and week two, the individual course will be unregistered. Additionally, if a new student never attends all courses in week two, the student will be pre-school cancelled.

**Continuing Students**

A continuing student is required to attend/actively participate in courses by the end-of-day on Tuesday of the second week of a course, or they will be withdrawn as a non-returning student. If a student attends/actively participates in one class but not the other, the class not attended/actively participated in will be unregistered. See “Online Attendance” for further requirements.

**Reentries and Graduate Reenrolls**

Reentries and graduate reenrolls must attend/actively participate in week two of courses in order to be officially counted as a start. If reentries and graduate reenroll students do not attend in week two, they must be preschool-cancelled. Week one is considered a trial period for reentries and graduate reenroll students, the same as it is for new students. A reentry and graduate reenroll student that attends week one but never attends week two is not considered a start and needs to be preschool-cancelled. See “Online Attendance” for further requirements.

**Students Returning Within the Same Semester**

Students needing to withdraw from all courses may do so without formally withdrawing from the University provided the student intends to return for the second session/module of the same semester or payment period.

The course letter grade will be included in the calculation of the student’s program grade point average (PGPA). A student who withdraws from a course does not get a tuition reduction. If a student completely withdraws from the University, the tuition reduction (if any) will conform to the refund policy of the University.

A Confirmation to Return Form is required prior to the 14th day after the students last date of attendance. Please refer to the Academic Department to obtain information on eligibility to make this type of request.

**Clock-Hour Diploma Program Attendance Policy**

For all students in clock-hour diploma programs, all unexcused absences must be made up to equal the number of hours absent in all classes taken. All unexcused absences must be made up by the end of the term in which the unexcused absence occurred before beginning the next term. Excused absences, up to 10% of the total number of hours in each financial aid payment period, are not required to be made up. An excused absence is defined as an absence approved by the instructor of the course in which the absence occurred. The schedule for makeup times will be specified by the campus, and students are responsible for making up the hours during those times. All hours at or above the 10% excused absence limit must be completed prior to the end of the payment period to be eligible for the next financial aid disbursement. If the excused absence hours exceed the 10% limit in a term prior to the last term of the payment period, those hours must be made up in the term that the total number of excused absent hours exceed that limit. This policy does not release students from any city, state, provincial, or other federal requirements. The state in which your program is offered may have different requirements regarding allowable excused absences, which may not coincide with this policy.

**Students Attending Two or More Courses**

If a student is enrolled in two or more courses during a given time period and attends/actively participates in one or more courses regularly but never attends/actively participates in one of the courses, the student will be unregistered from the course they never attended/actively
participated in. If a student is enrolled in two or more courses during a given time period and stops attending/actively participating in one of the courses after attending or actively participating in at least one time, the student is not withdrawn from the course, as the 14-day rule only pertains to a student withdrawing from enrollment and not from individual courses as long as a student remains active. See “Online Attendance” for further requirements.

**Online Attendance and Student Verification**

If a student is enrolled in an online course, and in order to be marked as having attended and actively participated in his/her online course(s), they must complete one of the following academically related activities within the Herzing Online Education System:

- Post to a discussion board
- Submit an assignment
- Submit a quiz or exam

This means just logging into a course and moving around the virtual classroom will not count as having participated; the student must actually complete one of the above academically related activities. Please note, that there are a significant number of other academically related activities required when taking online courses, such as reading discussion boards, reading course materials and lectures, and messaging instructors, but these activities will not be measured and counted as student attendance. In addition, Herzing University uses student log-in (unique log-in and identification password) and overall interaction between student and peers and student and faculty to assist the University in verifying the student participating in the class is the enrolled student.

Attendance for ground and online courses is tracked by each campus, and a student not attending a ground course(s) or completing an attendance-measured academically related activity in any of their online course(s) for fourteen consecutive calendar days will be withdrawn from Herzing University.

**Notification of Absences**

As a courtesy, students are expected to inform their instructors (or the office) if they know they will have to miss a class. Students returning from an absence are expected to address missed material with the instructor outside of scheduled class hours.

**Effect of Absences on Grading**

Points will not be directly deducted from a student’s academic average because of absences. However, students can expect tests, quizzes, or other graded assignments to be scheduled without notice during any given class session. If a student misses a test, quiz, or assignment because of an absence, the instructor is not obligated and will not normally allow a make-up quiz, test, or assignment. Extenuating circumstances will be taken into consideration when deciding if make-up work will be permitted.

**Extenuating Circumstances**

If there are extenuating circumstances (such as a documented health problem, a family emergency, jury duty, military reserve service obligations, etc.) that caused an absence or is expected to cause absences in the future, the student should contact his or her instructor or the Academic Dean immediately.

**INTERNATIONAL STUDENT ATTENDANCE POLICIES AND PROCEDURES**

Herzing University understands the academic, cultural and English-language challenges international students attending Herzing University on an F-1 student visa must overcome to be successful. The university expects that the sole rationale for an international student’s admission and presence in the U.S. is to complete their chosen academic program(s) and receive a Herzing University degree. The University has established International Student Attendance Policies and Procedures to provide all possible support and guidance for this goal, particularly during the first two semesters of study. Unless superseded by these policies and procedures, all international students are required to follow all other university policies and procedures as stated in the catalog and handbook.

**International Student Attendance Philosophy and Requirement**

The philosophy of Herzing University is that college is not only a place to learn technical and business skills and to develop academically, but also a place to develop important work habits. These include responsibility and reliability. Attendance is a major factor in both and one of the keys to successful academic performance, particularly for international students.

Since international students are in the U.S. on an F-1 visa for the sole purpose of pursuing a degree program at Herzing University, international students must fully participate in all Herzing University course meetings and all required activities. International students who miss a course meeting, University activity, or a course assignment without contacting the instructor/coordinator or the dean and/or without providing the necessary documentation (see Extenuating Circumstances below) may be subject to disciplinary action, including, but not limited to, dismissal from Herzing University.
Withdrawals Due to Attendance
See “Withdrawal From University” policy.

International New Students
New students must attend/actively participate in week two of courses in order to become active students. If a new student does not attend/actively participate in a class in week two, his/her enrollment will be canceled. Week one is considered a trial period for new students only. A new student who attends/actively participates in week one but never attends/actively participates in week two will not become an active student, and his/her enrollment will be canceled. If a student is attending more than one class, the student becomes active based on attendance of at least one class in week two. Herzing will not drop or un-register a class as long as the student has attended a course in week one and has attended a different course in week two. A student can still request to be unregistered from a class that has been attended only in week one until the start of week three. Please note, however, that if a student never attends a class in both week one and week two, the individual course will be unregistered. Additionally, if a new student never attends all courses in week two, the student will be pre-school cancelled.

International Continuing Students
A continuing international student becomes an active student once he/she attends his/her first class in the term. If a student attends/actively participates in one class, but does not attend other(s), the class(es) not attended/actively participated in will be unregistered. An international student must maintain full-time status to maintain his/her F-1 visa status in the U.S. See “Online Attendance” for further requirements.

International Graduate Re-enrolls
International graduate re-enrolls must attend/actively participate in week two of courses in order to be officially counted as a start. If graduate re-enroll students do not attend in week two, he/she must be pre-school cancelled. Week one is considered a trial period for re-entries and graduate re-enroll students, the same as it is for new students. An international graduate re-enroll student who attends week one but never attends week two is not considered a start and needs to be pre-school cancelled. An international student must maintain full-time status to maintain his/her F-1 visa status in the U.S. See “Online Attendance” for further requirements.

Extenuating Circumstances and Notification of Absences Requirements for International Students
International students are required to attend every class and activity designated as such. International students are required to inform their instructors or the office if they know they will have to miss a class. If there are extenuating circumstances (such as a documented health problem, etc.) that caused an absence or is expected to cause absences in the future, international students are required to contact their instructor or the Academic Dean immediately and in advance if possible. Documentation (such as a Health Care Facility Sick/Injury Report) must be provided immediately. International students returning from an absence are expected to immediately address missed material with the instructor outside of scheduled class hours.

Grading and Success Effect of Absences for International Students
Attendance is one of the keys to success for international students. Although points will not be directly deducted from a student’s academic average because of absences, students can expect tests, quizzes, or other graded assignments to be scheduled without notice during any given class session. If a student misses a test, quiz, or assignment because of an absence, the instructor is not obligated and will not normally allow a make-up quiz, test, or assignment. Extenuating circumstances will be taken into consideration when deciding if make-up work will be permitted.

International Student Breaks
An international student studying at a Herzing University campus on an F1 student visa may take a break of up to one semester after each full academic year of study (i.e., two semesters) without being withdrawn from the University during the break. If the student does not return to study by the beginning of the following semester, he/she will be withdrawn from the University.

International Housing
To help ensure international students attending Herzing University on F-1 visas reside in safe, adequate, cost-effective, and convenient housing during their studies at the university, international students are required, at their cost, to reside in University-approved housing from their date of arrival and continuing until completion of their first twelve months of study. Herzing University will provide international students approved housing information prior to their arrival in the United States. Campus Presidents may provide written waivers to this policy, on a case-by-case basis, for married international students residing with their families, when immediate family housing is available, or for other extenuating circumstances.

Herzing University reserves the right to require international students not subject to this requirement to reside in University approved housing due to insufficient academic achievement or attendance issues. This includes international students previously not subject to the University housing requirement, those who have completed their first twelve months of study in University-approved housing, and those who have previously received written waivers to this policy.
PROGRAM CHANGES
A student who wishes to change program must meet with the Academic Dean prior to the end of Add/Drop period (see the “Add/Drop Period” section of this catalog). The student must be meeting satisfactory academic progress requirements in the program, or successfully appeal in order to be approved for a program change. Approved program changes will be processed after the current semester has ended.

AUDITING COURSES
A course may be audited with the permission of the Academic Dean. All standard fees and tuition will apply unless the student has already received a bachelor’s degree from Herzing University. No grade will be assigned and no semester credit hours accumulated towards attempted courses, diploma, or degree requirements. Financial aid or veterans benefits may not be used for an audited course. Previous bachelor of science degree graduates may audit one course per calendar year at a reduced fee.

UNDERGRADUATE STANDARDS OF SATISFACTORY ACADEMIC PROGRESS
Herzing University has established standards for measuring satisfactory academic progress (SAP) that are used for establishing eligibility for federal financial aid. Because these standards are a valid indicator of successful progress towards graduation, they apply to all undergraduate students at Herzing University (part-time and full-time students), not just to those receiving financial assistance. SAP is a cumulative measurement which includes a qualitative and quantitative component. The qualitative component is determined by calculating the student’s program grade point average (PGPA) and the quantitative component is determined by calculating the student’s rate of progression toward completion of the academic program (pace). All periods of a student’s enrollment at Herzing University are used in determining SAP where an enrollment is defined as the current program of study. A student must meet both the qualitative and quantitative SAP standard to be considered in good standing. For students in credit hour programs, the evaluation of SAP will occur at the end of each semester starting after the student has attempted a total of 12 cumulative credits. Students in a clock hour program will have SAP evaluated at the end of each payment period.

Program Change
Any courses taken by the student applied from one program to another (whether or not the courses were successfully completed) will be counted toward program completion and the PGPA calculations. If a student chooses to change programs, Herzing University will apply all applicable credits into the new program. If a student graduates from one program and chooses to earn another degree, Herzing University will apply all applicable credits from the program in which the student graduated into the new program. Any credits applied from one program to another will be counted toward pace for program completion and in PGPA calculations. A student not meeting satisfactory academic progress will be required to appeal in order to change programs and may be limited on the number of allowable program changes.

Qualitative Satisfactory Academic Progress Standard
An undergraduate student who has achieved a 2.0 PGPA is considered to be meeting the quantitative component of SAP, which is a “C” average and is the equivalent academic standing consistent with Herzing University’s graduation requirements. The PGPA is calculated by dividing the total quality points by the credit or clock hours attempted. In the case of repeated courses, only the highest grade is included in the PGPA. Prior learning credit such as transfer credit and exemption credit, withdrawals and incompletes are excluded from the PGPA calculation.

Quantitative Satisfactory Academic Progress Standard
An undergraduate student who reaches the pace threshold indicated in the table below is considered to be meeting SAP. The pace percentage is calculated by dividing the total credit or clock hours earned by the total credit or clock hours attempted. All credits attempted, including repeats, withdrawals and incompletes are included in credits attempted for the pace calculation with the exception of Developmental or Audited coursework. Transfer credits or clock hours from other institutions that are applied to a student’s program at Herzing University will display on a student’s transcript as a “TR” grade and will be counted as both credit or clock hours attempted and credit or clock hours completed in the pace calculation. Exemption credits or clock hours earned by a student for successfully completing a course test out at Herzing University will display on a student’s transcript as a “EX” grade and will be counted as both hours attempted and hours completed in the pace calculation.

Maximum Timeframe
A student must be able to complete the current program without attempting more than 150% of the required credits or clock hours. Only program requirements count in the 150% timeframe calculation, therefore developmental courses are excluded. Once it has been deemed impossible to complete the program of study within 150% of the published length in the educational program, as measured in credit or clock hours, the student will be dismissed from the University and lose federal financial aid eligibility. The pace requirement has been
established to ensure a student does not exceed the maximum timeframe threshold.

<table>
<thead>
<tr>
<th>Minimum Standards for Bachelor of Science Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation based on Credits Attempted at the end of the Semester</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>12-30 credit hours</td>
</tr>
<tr>
<td>31-60 credit hours</td>
</tr>
<tr>
<td>61+ credit hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum Standards for Associate of Science and Applied Science Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation based on Credits Attempted at the end of the Semester or Payment Period</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12-15 credit hours</td>
</tr>
<tr>
<td>16-30 credit hours</td>
</tr>
<tr>
<td>31+ credit hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum Standards for Certificate and Diploma Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Period</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>End of Semester or Payment Period</td>
</tr>
</tbody>
</table>

Academic Warning
When SAP is evaluated at the end of a semester or payment period, any student who fails to meet either the minimum PGPA or the Pace standards will be placed on Academic Warning. A student placed on Academic Warning will be notified of the warning status and should seek academic advisement. While on warning status, a student is eligible to remain in school and receive federal financial aid without an appeal. A student who meets the minimum PGPA and Pace standard at the end of the subsequent semester or payment period after being placed on warning will return to good academic standing.

Dismissal from the University for Lack of Satisfactory Academic Progress
A student who fails to meet the minimum PGPA and Pace standard at the end of the subsequent semester or payment period after being placed on warning will be dismissed from the University and is ineligible to receive federal financial aid unless he or she successfully appeals the determination (see Academic Appeal)

Academic Appeal
If mitigating or extenuating circumstances exist, a student may appeal a dismissal from the University by submitting an Academic Appeal Form to the appropriate academic administrator prior to the deadline stated in the dismissal notification. Valid circumstances include a serious injury or illness, death of a relative or other special circumstances. The appeal must be submitted in writing and provide an explanation of the circumstance that caused the unsatisfactory academic performance and how the student has overcome the circumstance.

The campus Academic Dean will be the chairperson of the Satisfactory Academic Progress Committee and is responsible for appointing other campus administrators to the committee. The Committee will consider all the facts of the appeal and will provide a decision within two business days. All decisions on academic appeals are final.

If the petition of appeal is approved, the student will be reinstated on probation, and provisions of the University’s probation policy will apply. Normally, a dismissal of a student that has been denied on appeal is final. However, in rare cases, a dismissed student may appeal again at a later date if there has been a significant change in his or her situation that would strongly indicate that they could be successful if allowed to return to the University. If the petition of appeal is approved, the student will be reinstated on probation, and provisions of the University’s probation policy will apply.

Note: A student who withdraws while in good standing with the University or is withdrawn for administrative reasons while in good standing with the University (such as for having missed excessive classes) may be readmitted through a reapplication process and is not
required to appeal under these provisions.

**Academic Probation**

If a student who has appealed a dismissal from the University is granted an appeal, the student will be placed on Academic Probation. All students on Academic Probation will be provided with an Academic Success Plan, which provides the student with strategies to return to good standing within a reasonable period of time. The student must return to good standing or meet the conditions stipulated in the Academic Success Plan in the subsequent term or face dismissal from the University. Unless otherwise specified in the Academic Success Plan, a student on Academic Probation may receive Title IV, HEA program funds.

**Special Academic Standards**

In addition to the Standards of Satisfactory Academic Progress, Herzing University has special academic standards for Clinical-Based Healthcare Programs and Developmental Coursework. A student who fails to meet the additional standards as indicated below, may be subject to dismissal without warning.

**Clinical-Based Healthcare Programs**

In clinical-based healthcare programs where the minimum passing grade for core courses is a C+ (76%), a student will be dismissed after two failures in the core courses of the program, irrespective of program grade point average (PGPA) and without previously being placed on Academic Warning. All other SAP standards also apply to students enrolled in clinical based healthcare programs. The student may appeal the dismissal (see Academic Appeal).

**Developmental Courses**

A student may be required to take one or more developmental courses to establish a foundation for academic success. These courses are graded on a Pass/Fail basis where the minimum satisfactory grade is a 70%. A student may only attempt each developmental course twice and will be dismissed after failing to successfully complete one or more developmental course after the second attempt. Dismissal may occur without being placed on Academic Warning. The student may appeal the dismissal (see Academic Appeal).

**STUDENT CONDUCT**

Herzing University is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a learning community, willful disruption of the educational process, destruction of property, and interference with the orderly process of the university or with the rights of other members of the university community will not be tolerated. Students assume an obligation to conduct themselves in a professional manner compatible with the university's function as an educational institution. To fulfill its mission, Herzing University reserves the authority to maintain order and to exclude those who are disruptive to the educational process.

Any violations of the P.R.I.C.E. of Success standards of conduct and/or university policies, regulations, and procedures may result in disciplinary action and/or criminal prosecution. Violations of conduct standards or violations of Herzing University policies, academic regulations, or procedures will be handled by the Campus Academic Dean or by another academic official, committee, academic unit, or center as stipulated within the grievance and appeals process.

Students are required to be familiar with university rules and policies, as well as the P.R.I.C.E. of Success conduct standards. Students should refer to the *Herzing University Student Handbook* and catalog for a complete list of student conduct standards, which is available at the following website: https://www.herzing.edu/career-programs/downloads.

**ACADEMIC MISCONDUCT**

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the P.R.I.C.E. of Success principles of Professionalism, Respect, Integrity, Caring, and Engagement as well as trust, responsibility, honor, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the Herzing University's P.R.I.C.E. of Success standards, which are described in The P.R.I.C.E. of Success section of this Catalog.

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one’s own.

2. **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.

4. **Plagiarism**: the adoption or reproduction of ideas, words, or statements of another person as one’s own without proper acknowledgment. (See Academic Honesty Standards.)

5. **Conspiracy to commit academic dishonesty**: assisting others to commit acts of academic misconduct.

6. **Misrepresentation**: intentionally making false statements or representations; or omissions of facts. Examples include, but are not limited to portfolios, cover sheets, and clinic site, training station, and practicum agreements.

7. **Bribery**: offering of goods, services, property or money in an attempt to gain an academic advantage.

8. **Forging or altering documents or credentials**: examples include, but are not limited to submitting false signatures, dates and other information on portfolios, cover sheets; and clinic, training station, and practicum timesheets and agreements.

9. **Knowingly furnishing any false information to the institution**.

Penalties for academic misconduct can range from reduced grades on assignments or courses, to failing grades on assignments or courses, as determined by the course professor and approved by the Academic Dean. Academic misconduct may also result in dismissal from Herzing University.

Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred. If a charge of academic misconduct is determined in a course, any student initiated withdrawal for that course will be administratively reversed and a grade of “F” will be entered on the student’s transcript for that course. Discovery and finding of academic misconduct in any completed course may be administratively changed to a grade of “F”. This administrative change of grade may result in the rescinding of any graduate certificate or degree awarded on the basis of the failed course(s).

**SUMMARY OF CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS**

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

**CELL PHONE USE**

Cell phone use, including talking or texting, is strictly prohibited once a student enters the classroom unless the cell phone use is part of an instructor-led activity. Cell phones must be turned off or set to vibrate-only while in class. If a call needs to be taken in an emergency situation, the student must leave the class to do so.

**ACADEMIC FREEDOM**

Herzing University recognizes the desirability of an academic environment which promotes an open exchange of ideas free from censorship or prior restraint. The scope of “academic freedom” does not encompass the right to teach inappropriate curriculum or to teach offensive or discriminatory content.

**ACCEPTABLE USE OF COMPUTING RESOURCES AND PEER-TO-PEER FILE SHARING**

This policy provides guidelines for the appropriate and inappropriate use of the computing resources of Herzing University. It applies to all users of the University’s computing resources including students, faculty, staff, alumni, and guests of the University. Computing resources include all computers, related equipment, software, data, and local area networks for which the University is responsible as well as networks throughout the world to which the University provides computer access.

The computing resources of Herzing University are intended to be used for its programs of instruction and research and to conduct the legitimate business of the University. All users must have proper authorization for the use of the University’s computing resources. Users
are responsible for seeing that these computing resources are used in an effective, ethical, and legal manner. Users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University’s computing resources. Users must be aware of the legal and moral responsibility for ethical conduct in the use of computing resources. Users have a responsibility not to abuse the network and resources and to respect the privacy, copyrights, and intellectual property rights of others.

In addition to the policy contained herein, usage must be in accordance with applicable University procedures and applicable state and federal laws. Among the more important laws are the Federal Computer Abuse Amendment Act of 1994, the Federal Electronic Communications Privacy Act, and the U.S. Copyright Act.

Policy violations generally fall into four categories and involve the use of computing resources to:

1. Harass, threaten, or otherwise cause harm to specific individuals or classes of individuals.
2. Impede, interfere with, impair, or otherwise cause harm to the activities of others.
3. Download, post, or install to University computers or transport across University networks material that is sexually explicit or offensive or material that is illegal, proprietary, in violation of license agreements, in violation of copyrights, in violation of University contracts, or otherwise damaging to the institution.
4. Recklessly or maliciously interfere with or damage computer or network resources or computer data, files, or other information. Penalties for violating these guidelines can range from a reprimand in the student’s file to expulsion.

Examples (not a comprehensive list) of policy violations related to the above four categories include the following:

1. Sending an individual or group repeated and unwanted (harassing) e-mail or using e-mail to threaten someone.
2. Accessing, or attempting to access, another individual’s data or information without proper authorization (e.g., using another’s computing account and password to look at their personal information).
3. Propagating electronic chain mail or sending forged or falsified e-mail.
4. Obtaining, possessing, using, or attempting to use someone else’s password, regardless of how the password was obtained.
5. Copying a graphical image from a website without permission.
6. Posting a University site-licensed program to a public bulletin board.
7. Using illegally obtained licensed data, software, or licensed data/software in violation of their licenses or purchase agreements.
8. Releasing a virus, worm, or other program that damages or otherwise harms a system or network.
9. Accessing, displaying, storing, or transmitting sexually explicit or offensive language or images.

UNDERGRADUATE COURSE NUMBERING SYSTEM

The course numbering system consists of a two-character alpha prefix followed by a three-digit number. The meaning of the prefixes is shown below:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Area Focus</th>
<th>Prefix</th>
<th>Course Area Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>Accounting</td>
<td>HI</td>
<td>Health Information Management</td>
</tr>
<tr>
<td>AS</td>
<td>Allied Science</td>
<td>HR</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>BU</td>
<td>Business Management</td>
<td>HS</td>
<td>Homeland Security</td>
</tr>
<tr>
<td>CO</td>
<td>Co-Operative Education</td>
<td>HU</td>
<td>Humanities</td>
</tr>
<tr>
<td>CT</td>
<td>Chiropractic Technician</td>
<td>HW</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>CJ</td>
<td>Criminal Justice</td>
<td>IS</td>
<td>Information Systems</td>
</tr>
<tr>
<td>DH</td>
<td>Dental Hygiene</td>
<td>IN</td>
<td>Industrial Technology</td>
</tr>
<tr>
<td>DS</td>
<td>Dental Science</td>
<td>IS</td>
<td>Information Systems</td>
</tr>
<tr>
<td>EC</td>
<td>Economics</td>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>EL</td>
<td>English as a Second Language</td>
<td>MA</td>
<td>Mathematics</td>
</tr>
<tr>
<td>EM</td>
<td>Emergency Medical Technician</td>
<td>MC</td>
<td>Medical Coding</td>
</tr>
<tr>
<td>EM</td>
<td>Emergency Medical Technician</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prefix and Course Area Focus

<table>
<thead>
<tr>
<th>EN  English</th>
<th>ML  Military Science</th>
<th>PT  Physical Therapist Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL  Foreign Language</td>
<td>MO  Medical Office Administration</td>
<td>RT  Radiologic Technology</td>
</tr>
<tr>
<td>FS  Fire Science</td>
<td>MS  Medical Science</td>
<td>SC  Natural Science</td>
</tr>
<tr>
<td>FT  Fitness Training</td>
<td>MT  Medical Laboratory</td>
<td>SS  Social Sciences</td>
</tr>
<tr>
<td>GA  Graphic Arts</td>
<td>NA  Nursing</td>
<td>ST  Surgical Technology</td>
</tr>
<tr>
<td>GD  Game Development</td>
<td>NF  Nursing</td>
<td>TN  Therapeutic Massage</td>
</tr>
<tr>
<td>HC  Healthcare Management</td>
<td>NM  Nursing</td>
<td></td>
</tr>
</tbody>
</table>

The meaning of the three-digit numbers are shown below:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>First-level undergraduate course which focuses on basic knowledge in the subject and normally does not require a prerequisite course</td>
</tr>
<tr>
<td>200</td>
<td>Second-level undergraduate course which focuses on student comprehension and may require a prerequisite course</td>
</tr>
<tr>
<td>300</td>
<td>Advanced third-level undergraduate course which focuses on application of learning and normally requires a prerequisite course</td>
</tr>
<tr>
<td>400</td>
<td>Advanced fourth-level undergraduate course which focuses on analysis within the discipline and normally requires a prerequisite course</td>
</tr>
</tbody>
</table>

MAJORS, MINORS, AND CONCENTRATIONS

In the bachelor of science programs, students first select a major (such as business administration, homeland security and public safety, or information technology). They may then also select a minor or concentration. A minor is a selection of courses drawn from a separate academic discipline from the major that allows the student to widen the breadth of his or her education (such as the business management minor in the business administration major). A concentration is a selection of courses taken in the same academic discipline as the major, which allows the student to concentrate further in that discipline (such as the criminal justice concentration in the homeland security and public safety major). Not all majors, minors, or concentrations are offered at all campuses. Please see the “Program Offerings by Campus” section of this catalog for a list of options available at each campus.

ELECTIVES

Electives are not continuously offered at all campuses at all times. A student can request a copy of which electives are currently being offered at his or her campus.

POLICY ON WITHHOLDING OFFICIAL TRANSCRIPTS, DEGREES, AND DIPLOMAS

Official transcripts, degrees, and diplomas will be withheld until all obligations related to Herzing University are fulfilled.

ARMY ROTC PROGRAMS

Some Herzing University campuses offer the Army ROTC program in conjunction with another local college or university that hosts an Army ROTC detachment. Where these agreements exist, a student may take the military science courses that constitute the Army ROTC program at the hosting college and apply those courses as open electives toward Herzing University degree requirements and can earn a presidential commission as a reserve officer in the U.S. Army, the Army Reserve, or the National Guard. Check with your local Herzing University campus about the availability of the Army ROTC courses.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Herzing University complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 which is designed to protect the students’ rights with regard to educational records maintained by the institution. Under FERPA, a student has the following rights:

1. The right to inspect and review the student’s educational record within 45 days of the day the University receives a request for access.
A student should submit to the Registrar or other appropriate academic official, a written request that identifies the record(s) he or she wishes to view. The University official will make arrangements for access to the record and notify the student of the time and place where the records may be viewed.

After further review, the student has the right to request an amendment of his or her record if he or she believes there are any inaccuracies. The student will need to make a formal written request to the Registrar’s Office and specify the revisions that need to be made.

2. If, upon review, the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing to appeal the decision regarding the request for amendment.

3. All student educational records are kept confidential and cannot be released without the student’s consent with the exception of directory information. A student may, however, request that his or her directory information also be kept confidential. To do so the student must submit a written request to the Registrar’s Office.

**Herzing University’s Directory Information**

- Student’s name
- Address
- Telephone number
- Herzing sponsored email address
- Program of study
- Dates of attendance
- Enrollment Status
- Degrees, Diplomas, Honors and Awards received
- Participants in officially recognized activities
- Previously attended educational institutions
- Photographs
- Previously attended educational institutions
- Participation in officially recognized activities
- Photographs
- Participation in officially recognized activities
- Previously attended educational institutions
- Participation in officially recognized activities
- Photographs

4. The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, and support staff position. Persons or organizations providing students financial aid, accrediting agencies carrying out their accreditation function, persons in compliance with a judicial order, and persons who, in emergency, seek to protect the health or safety of students or other persons may also have access.

5. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

6. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (FERPA) requires an institution to make a reasonable attempt to notify the student of the record request unless the institution states in its annual notification that it intends to forward records on request.

7. Confidential information can be released directly to the student; however, it cannot be released directly to the student’s family members (e.g., parents, spouses, etc.) without the written consent of the student. However, when a student is a dependent of the parent as defined by the Internal Revenue Service, such information may be released to the parent without the written consent by of the student.

8. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Herzing University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605
FINANCIAL INFORMATION

Herzing University will help students develop financial plans to pay for their education through a combination of financial resources. Prospective students are expected to provide their own financial support, which may include the use of savings, part-time or full-time job earnings, parental or guardian support, spousal support, or financial support from other family members.

For information on Herzing University’s funding options, please visit the following Herzing Website pages.

- **Other Funding Sources**: [www.herzing.edu/tuition-financial-aid/types-financial-aid/other](http://www.herzing.edu/tuition-financial-aid/types-financial-aid/other)

**Free Application for Federal Student Aid** To help a student select the best method or methods for financing their education, the Free Application for Federal Student Aid (FAFSA) should be completed. The FAFSA Website is [www.fafsa.ed.gov](http://www.fafsa.ed.gov). This application serves as the student’s application for federal and state student financial aid and as verification for any institutional grant funding or institutional scholarships. The FAFSA must be completed prior to the applicant’s official enrollment at Herzing University. The FAFSA must also be completed annually by the student (and parent or spouse if applicable). The University determines available resources based upon a federally approved needs analysis formula. The student’s expected expenses are compared to the Expected Family Contribution (EFC) to determine financial aid eligibility. In the event incorrect or incomplete data is provided, financial aid documentation will be requested. Upon receipt of a student’s properly completed documentation, changes will be made to the student’s application if necessary. After all of the appropriate processing of information has been completed, financial assistance packages are developed, and award letters are distributed to eligible students.

COST OF ATTENDING

Tuition is subject to change upon 60 days advance notice by the University but will not be changed more than once per calendar year. Students will be provided an eBook/electronic material for any course in which the University has adopted an eBook/electronic material; however, if an eBook/electronic material is not available, students will be loaned or provided a physical textbook. Students who participate, when applicable, in a campus textbook loaner program, are accountable for returning the textbook and/or software in a condition as described in the [Herzing University Textbook Loan Program Policy](http://www.herzing.edu/online/tuition-financial-aid/tuition-cost). Fees may be assessed based on the condition of the textbook and/or software upon return to include non-return by the due date described within the Policy. If an eBook/electronic material is available for a course in which the University has adopted the eBook/electronic material, but a student prefers the physical textbook, the student will have the option to purchase (at their cost) the physical textbook for the difference in price between the cost of the eBook and the cost of the physical textbook, including shipping.

For information on each of Herzing University’s campus-specific tuition and fees, please visit the following Herzing Website pages.

- **Akron Campus**: [www.herzing.edu/akron/tuition-financial-aid/tuition-cost](http://www.herzing.edu/akron/tuition-financial-aid/tuition-cost)
- **Atlanta Campus**: [www.herzing.edu/atlanta/tuition-financial-aid/tuition-cost](http://www.herzing.edu/atlanta/tuition-financial-aid/tuition-cost)
- **Birmingham Campus**: [www.herzing.edu/birmingham/tuition-financial-aid/tuition-cost](http://www.herzing.edu/birmingham/tuition-financial-aid/tuition-cost)
- **Brookfield Campus**: [www.herzing.edu/brookfield/tuition-financial-aid/tuition-cost](http://www.herzing.edu/brookfield/tuition-financial-aid/tuition-cost)
- **Herzing Online**: [www.herzing.edu/online/tuition-financial-aid/tuition-cost](http://www.herzing.edu/online/tuition-financial-aid/tuition-cost)
- **Kenosha Campus**: [www.herzing.edu/kenosha/tuition-financial-aid/tuition-cost](http://www.herzing.edu/kenosha/tuition-financial-aid/tuition-cost)
- **Madison Campus**: [www.herzing.edu/madison/tuition-financial-aid/tuition-cost](http://www.herzing.edu/madison/tuition-financial-aid/tuition-cost)
- **Minneapolis Campus**: [www.herzing.edu/minneapolis/tuition-financial-aid/tuition-cost](http://www.herzing.edu/minneapolis/tuition-financial-aid/tuition-cost)
- **New Orleans Campus**: [www.herzing.edu/new-orleans/tuition-financial-aid/tuition-cost](http://www.herzing.edu/new-orleans/tuition-financial-aid/tuition-cost)
- **Omaha School of Massage and Healthcare of Herzing University**: [http://www.herzing.edu/omaha/tuition-financial-aid](http://www.herzing.edu/omaha/tuition-financial-aid)
- **Orlando Campus**: [www.herzing.edu/orlando/tuition-financial-aid/tuition-cost](http://www.herzing.edu/orlando/tuition-financial-aid/tuition-cost)
- **Toledo Campus**: [www.herzing.edu/toledo/tuition-financial-aid/tuition-cost](http://www.herzing.edu/toledo/tuition-financial-aid/tuition-cost)

CLOCK-HOUR PROGRAM INFORMATION

The Diploma in Practical Nursing (DPNFL), the Diploma in Therapeutic Massage (DTM), and the Certificate in English as a Second Language (CESL) are clock hour programs.
**Unit of Credit**
A clock hour is a minimum of 50 minutes of instruction within a 60-minute period of time in which lectures, laboratories, and similar class activities are conducted.

**Academic Year**
An academic year for clock hour programs is defined as 900 clock hours.

**Make-Up Hours**
Students who miss class for any reason must make up all hours missed.

**Course Retake Fees**
Students required to retake a course will be required to pay a retake fee, as outlined in each campus’s fee schedule.

**Payment Periods**
- **Brookfield Campus:** The DTMWI program at the Brookfield Campus is divided into two payment periods. Students must successfully complete a minimum of 450 hours prior to obtaining eligibility for a second disbursement of funds.
- **Omaha Campus:** The DTMNE program at the Omaha School of Massage and Healthcare of Herzing University is divided into three payment periods. Students must successfully complete a minimum of 450 hours prior to obtaining eligibility for a second disbursement of funds. Students must successfully complete a minimum of 900 hours prior to obtaining eligibility for a third disbursement of funds.
- **Orlando Campus:** The DPN program at the Orlando Campus is divided into three payment periods. Students must successfully complete a minimum of 450 hours prior to obtaining eligibility for a second disbursement of funds. Students must successfully complete a minimum of 900 hours prior to obtaining eligibility for a third disbursement of funds.

**Loan Eligibility**
Students may only receive first-year loan limits for the entire length of their program.

**NON-ELIGIBLE TITLE IV PROGRAMS**
The following programs are not eligible for Title IV Federal Financial Aid funding:
- English as a Second Language (CESL)

**RETURN OF TITLE IV FUNDS POLICY**
Students earn Title IV assistance in proportion to their attendance in school, up until they attend beyond the 60% point of the semester. If a student withdraws from the University at or before the 60% point, he/she will have earned financial aid in direct proportion to the percentage of days attended in the semester. After 60%, the student has earned 100% of his/her financial aid awards for that enrollment period. The Return of Title IV Funds regulation does not dictate the institutional refund policy, but prescribes the amount of Title IV funds a student has earned at the time of withdrawal. The amount of Title IV funds earned or unearned has no relationship to the student’s institutional charges. The institutional charges are determined by the institutional refund policy. The Return of Title IV regulation, coupled with the institution’s refund policy, can result in a student with a balance owed to the University and/or the Title IV programs if the student withdraws from school.

The formula in brief is as follows:
1. Determine the date of withdrawal and the percentage of the payment period attended by the student.
2. Determine the amount of Title IV aid earned by the student by multiplying the total Title IV aid for which the student was eligible by the percentage of the payment period attended by the student.
3. Compare the amount earned to the amount disbursed. If the amount earned is greater than the amount disbursed, then a post-withdrawal disbursement may be made. If the amount disbursed exceeds the amount earned, Title IV aid must be returned.
4. Allocate the responsibility for returning unearned aid between the University and the student according to the portion of disbursed aid that could have been used to cover institutional charges and the portion that could have been disbursed directly to the student once institutional charges were covered.
5. Distribute the unearned Title IV aid back to the Title IV programs in the following order:
   a. Unsubsidized Federal Direct Stafford Loans (other than PLUS loans)
   b. Subsidized Federal Direct Stafford Loans
   c. Federal Perkins Loans
d. Federal PLUS Loans  

e. Direct PLUS Loans  

f. Federal Pell Grant for which a return of funds is required  

g. Federal Supplement Educational Opportunity Grants (SEOG) for which a return of funds is required

HERZING UNIVERSITY REFUND POLICY

Federal Return Policy
A calculation of both the return to Title IV funds and the institutional refund policy will take place upon a student’s official withdrawal. In the case of an unofficial withdrawal, the institution will perform the calculations when Herzing University makes the determination the student has withdrawn. Please contact the student accounts office to receive a copy of these calculations. Any Title IV-eligible student (applies to any student receiving any federal financial aid at this institution except Federal Work-Study) who withdraws is subject to a prorated return of Federal Financial Aid/Title IV funds. Any calculated return of funds must be distributed back to the federal programs and may leave the student owing the university tuition and fee balance according to the refund policy below. If a student withdraws without attempting a course he/she has enrolled in and does not return textbooks that were provided by Herzing University and other course materials he/she received for the course, the student will be charged for the cost of the books and materials.

Non-Federal Refund Policy
Refunds for state aid programs and non-state aid programs are outlined below. Note: any state aid refund will be calculated on a proportional basis using the state-mandated or institutional refund policy.

If a student withdraws from a course(s) after the course(s) have been attempted, but the student is not a complete program withdrawal, there will be no refund of tuition or fees for the dropped course(s).

Refund Policy for All Herzing University Campuses (Except Minneapolis) and All Credit-Hour Degree/Diploma Programs

Cancellation Prior to the Commencement of Classes: A student will be entitled to a full refund, including the enrollment fee but excluding the cost of any used books and supplies, if the student cancels his or her enrollment within five days of signing the University Enrollment Agreement.

Cancellation After the Commencement of Classes: The first day of class through Sunday of week one at 11:59 p.m. Central time is considered the trial period for all new, reentry and graduate reenroll students. If a new, reentry, or graduate reenroll student attends after the first day of courses but withdraws before Monday of week two at 12:00 a.m. Central time, they will be unregistered from their courses and will be entitled to a refund of all tuition and applicable fees. New, reentry, or graduate reenroll students not attending after the trial period end date will have their enrollments cancelled before officially becoming an active student and, therefore, are not eligible for Title IV financial aid funds.

Definitions: Herzing University schedules a majority of its courses over four-, eight-, or sixteen-week modules contained within the standard semester dates. For the purpose of refunding, the number of days in a course is calculated by counting every calendar day from the first day of the module through the last day of the module in which the course is scheduled. The enrollment period is the total number of days from the beginning of the first module in which a student was scheduled until the last day in the last module for which the student was scheduled in any semester. The number of days of student attendance is calculated by counting every calendar day from the first day of the student’s first module until the student’s last day of attendance. The student’s last day of attendance is defined as the last day the student attended or participated in any course.

Withdrawal From the University in the First Eight Weeks of the Semester: An institutional refund will be calculated on a course-by-course basis for students withdrawing from the University in the first eight weeks of the semester, as defined by the University’s standard semester dates. When a student has completed 60.0% or less of a course, a prorated calculation will occur using the number of days of student attendance divided by the number of days in the course to determine the percentage of tuition earned for that course. The percentage will be calculated to the nearest tenth of a percent. The total tuition (and fees) earned is the sum of the amount earned for each course. Total tuition and fees charged will be reduced, if appropriate, based upon the attempted credits. When a student withdraws in the first eight
weeks, it will often mean that a student who was originally full-time and being charged for a full-time credit load will now be billed at the less than full-time tuition rate. If a student’s last day of attendance is past the 60.0% point of any course, all of the tuition and fees for that course are owed, and there will be no refund.

**Withdrawal From the University in the Second Eight Weeks of the Semester:** When a student withdraws and has completed 60.0% or less of the enrollment period, a prorated calculation of tuition will occur using the number of days of student attendance divided by the number of total days in the originally scheduled enrollment period to determine the percentage of tuition and fees earned. The percentage will be calculated to the nearest tenth of a percent. The total tuition amount due is the total charges for all courses attempted in the enrollment period multiplied by the calculated percentage.

If a student’s last day of attendance is past the 60% point of the enrollment period, all of the tuition and fees for that period are owed.

Institutional refund calculations and all appropriate refunds will be completed within 45 days of the date of determination of the student’s withdrawal, unless otherwise mandated by a state regulation or agency.

*Students enrolled through the Orlando Campus of Herzing University; refunds shall be made within 30 days of the date that the institution determines that the student has withdrawn (Florida Rule 6E-1.0032 (6) (l), F.A.C.).

**Withdrawal From the University in the First Eight Weeks of the Semester:** If the student’s last date of attendance is prior to the 60% point of the payment period, a prorated calculation will be done to determine charges. The prorated calculation to determine the percentage of tuition earned for the payment period will be completed using the number of clock hours the student was scheduled to complete as of the withdrawal date divided by the total number of clock hours in the period. The percentage will be calculated to the nearest tenth of a percent. Total tuition and fees charged will be reduced, if appropriate, based upon the scheduled clock hours.

If a student’s last day of attendance is past the 60% point of the payment period, then all tuition and fees for that period are owed.

Institutional refund calculations and all appropriate refunds will be completed within 45 days of the date of determination of the student’s withdrawal, unless otherwise mandated by a state regulation or agency.

*Students enrolled through the Orlando Campus of Herzing University; refunds shall be made within 30 days of the date that the institution determines that the student has withdrawn (Florida Rule 6E-1.0032 (6) (l), F.A.C.).

**Refund Policy for the Minneapolis Campus**

**Cancellation Prior to the Commencement of Classes:** A student will be entitled to a full refund, including the enrollment fee but excluding the cost of any used books and supplies, if the student withdraws from school within five days of signing the University Enrollment Agreement.

**Cancellation After the Commencement of Classes:** The first day of class through Sunday of week one at 11:59 p.m. Central time is considered the trial period for all new, reentry, and graduate reenroll students. If a new, reentry or graduate reenroll student attends after the first day of courses but withdraws before Monday of week two at 12:00 a.m. Central time, they will be unregistered from their courses and will be entitled to a refund of all tuition and applicable fees. New, reentry, or graduate reenroll students not attending after the trial period end date will have their enrollments cancelled before officially becoming an active student and, therefore, are not eligible for Title IV financial aid funds.

**Definitions:** Herzing University schedules a majority of its courses over four-, eight-, or sixteen-week modules contained within the standard semester dates. For the purpose of refunding, the number of days in a course is calculated by counting every calendar day from the first day of the module through the last day of the module in which the course is scheduled. The enrollment period is the total number of days from the beginning of the first module in which a student was scheduled until the last day in the last module for which the student was scheduled in any semester. The number of days of student attendance is calculated by counting every calendar day from the first day of the student’s first module until the student’s last day of attendance. The student’s last date of attendance is defined as the last day the student attended or participated in any course.

**Withdrawal From the University in the First Eight Weeks of the Semester:** An institutional refund will be calculated on a course-by-course basis for students withdrawing from the University in the first eight weeks of the semester, as defined by the University’s standard semester dates. When a student has completed 75.0% or less of a course, a prorated calculation will occur using the number of days of student attendance divided by the number of days in the course to determine the percentage of tuition earned for that course. The percentage will be calculated to the nearest tenth of a percent. The total tuition (and fees) earned is the sum of the amount earned for each course. Total tuition and fees charged will be reduced, if appropriate, based upon the attempted credits. When a student withdraws in the first eight weeks, it will often mean that a student who was originally full-time and being charged for a full-time credit load will now be billed at the less than full-time tuition rate. If a student’s last date of attendance is past the 75.0% point of any course, all of the tuition and fees for that course are owed, and there will be no refund.

**Withdrawal From the University in the Second Eight Weeks of the Semester:** When a student withdraws and has completed 75.0% or less of the enrollment period, a prorated calculation of tuition will occur using the number of days of student attendance divided by the number
of total days in the originally scheduled enrollment period to determine the percentage of tuition and fees earned. The percentage will be calculated to the nearest tenth of a percent. The total tuition amount due is the total charges for all courses attempted in the enrollment period multiplied by the calculated percentage.

If a student’s last day of attendance is past the 75% point of the enrollment period, all of the tuition and fees for that period are owed. Institutional refund calculations and all appropriate refunds will be completed within 45 days of the date of determination of the student’s withdrawal, unless otherwise mandated by a state regulation or agency.

Refund Policy for All Clock-Hour Programs

Cancellation Prior to the Commencement of Classes: A student will be entitled to a full refund, including the enrollment fee but excluding the cost of any used books and supplies, if the student cancels within five days of signing the University Enrollment Agreement.

Cancellation After the Commencement of Classes: The first day of class, through Sunday of week one at 11:59 p.m. Central time, is considered the trial period for all new students. If a new student attends after the first day of courses but cancels his or her enrollment before Monday of week two at 12:00 a.m. Central time, he/she will be unregistered from all courses and will be entitled to a refund of all tuition and applicable fees. New students not attending after the trial period end date will be cancelled before officially becoming an active student and, therefore, are not eligible for Title IV funds.

Definitions: Herzing University assigns clock hour totals to courses in the Diploma in Therapeutic Massage program and the Florida-based Licensed Practical Nurse Diploma program. The number of clock hours the student was scheduled to complete in the payment period is calculated as the number of scheduled clock hours from the beginning of the payment period through the student’s last date of attendance prior to any schedule modifications made in conjunction with the withdrawal. The number of clock hours in a standard academic year is 900 clock hours. The number of clock hours in a standard payment period is 450 clock hours.

Withdrawal From the University: If the student’s last date of attendance is prior to the 60% point of the payment period, a prorated calculation will be done to determine charges. The prorated calculation to determine the percentage of tuition earned for the payment period will be completed using the number of clock hours the student was scheduled to complete as of the withdrawal date divided by the total number of clock hours in the period. The percentage will be calculated to the nearest tenth of a percent. Total tuition and fees charged will be reduced, if appropriate, based upon the scheduled clock hours.

If a student’s last day of attendance is past the 60% point of the payment period, then all tuition and fees for that period are owed. Institutional refund calculations and all appropriate refunds will be completed within 45 days of the date of determination of the student’s withdrawal, unless otherwise mandated by a state regulation or agency.

REFUND PROCEDURES

Refund procedures are uniformly applied to all students. The school will make any necessary refunds within 45 days of official withdrawal (student notification) or within 45 days of the date of determination of withdrawal (at a maximum, within 45 days of the end of the academic period). The 45-day refund deadline is a U.S. Department of Education requirement; if the state in which the campus resides has a different requirement, this deadline may be shorter.*

The date of determination for a student’s withdrawal will be the date the student notifies the campus, either verbally or in writing, of his/her intent to withdraw from the University. If a student does not provide notification of his/her withdrawal, the date of determination will be the date the University determines the withdrawal based on the attendance policy and procedures.

*Students enrolled through the Orlando Campus of Herzing University; refunds shall be made within 30 days of the date that the institution determines that the student has withdrawn (Florida Rule 6E-1.0032 (6) (i), F.A.C.).
STUDENT SERVICES INFORMATION

APPEAL, GRIEVANCE, AND ARBITRATION PROCEDURES

Appeal Procedures
If a student is dissatisfied with a decision or action of a member of the University’s faculty or staff, they may appeal that decision using the procedures outlined in this section. If, after attempting to follow the steps below, a student believes he or she did not receive the appropriate due, the student may file a grievance or complaint in accordance with the provisions in the following section.

Adverse Action Appeal Procedures
Adverse actions are disciplinary actions due to a student violating student conduct policies or academic honesty standards. These can include termination, suspension, probation, or other academic penalty. An example of “other academic penalties” could be the awarding of a zero on a test or assignment or assignment of an “F” (failure) in a course. All adverse actions take effect immediately when imposed by the appropriate instructor or campus administrator, but they are subject to appeal. If the student disputes the basis for an adverse action, the student may appeal the action with the following procedure.

1. A student appealing an adverse action must submit a written statement with supporting evidence (if any) disputing the basis of the adverse action to the campus President. The campus President will investigate the facts of the case and render a final decision in writing within seven days.

2. If dissatisfied with the decision of the campus President, or if the adverse action was taken by the campus President, the student may appeal to an appeal board. Any such appeal must be made in writing within 30 days for suspensions, probations, or other academic penalties and within three months for terminations. A request to be heard before the appeal board must be in writing to the campus President, and it must set forth, in significant detail, the basis for the appeal. An appeal board hearing will be held within a reasonable period of time, usually two weeks. The appeal board will be comprised of three faculty or staff members, none of whom have been instructors of the student, two of whom will be appointed by the campus President, and one of whom can be selected by the student. The appealing student may call witnesses and provide other evidence to support his/her case. The decision of the appeal board will be by majority vote, will be made within two days of the appeal board’s meeting, and will be final and binding upon the University and the student.

3. If a suspension has already taken place and the course(s) is/are still ongoing and, upon appeal, reversed by the campus President or an appeal board, the University will provide reasonable assistance and time for the student to make up missed material, tests, or projects, all of this being on the basis that such extra time or instruction is practical in the sole judgment of the University. In the event a student has already been terminated or suspended and the course(s) has/have ended, the student will be allowed to retake, at no cost, any courses that were interrupted by a termination or suspension that was reversed upon appeal.

Grievance and Complaint Procedures
Every student has the right to file a grievance/complaint about any procedure at the University, any action taken by an official of the University, any failure by officials of the University to properly follow the appeals procedures outlined above, or any perceived discrimination on the basis of sex, religion, color, creed, national origin, disability, age, marital status, or sexual orientation. Grievances or complaints may be filed orally or in writing to the campus President or to the Associate Provost, in which cases the grievance/complaint must be in writing following the procedure below.

1. Grievances and complaints may be addressed to the senior person in the office to which the matter pertains (i.e., to the Director of Educational Funding for financial aid matters or to the Academic Dean for education matters), or they may be presented to the campus President.

2. Grievances and complaints should be filed within 15 calendar days of the occurrence of the matter about which the grievance or complaint is being made. Grievances and complaints, whether oral or written, should describe briefly, but completely, the nature of the grievance or complaint and the solution sought.

3. Grievances and complaints addressed to an official of the University other than the campus President may be resubmitted to the campus President if the complainant is not satisfied with the resolution. In such case, it must be in writing. The campus President will attempt to render a decision within seven days of receipt of the grievance/complaint, and the decision will be in writing.

4. If not satisfied with the decision of the campus President or if the grievance or complaint is in regards to the campus President, the student may send a written appeal to the Provost or the University President at the University’s central office in Milwaukee,
Wisconsin, and the respective officer in the central office will attempt to render a decision within seven days. The decision will be in writing.

5. While all students are encouraged to seek resolution of grievances and complaints with university officials, any student may communicate a grievance or complaint directly to the state organization that oversees private post-secondary education in his or her state or the institutional accrediting body.

6. Any unresolved dispute or claim that a student wishes to pursue further will be handled with binding arbitration, as outlined in the following section.

**Arbitration Provision**

At the election of either the student ("you") or Herzing University, any unresolved claim, dispute, or controversy ("Claim") by either you or Herzing University (or any of the University's employees, officers, directors, or staff) against the other, not resolved through the grievance and complaint procedures of Herzing University, arising from or relating in any way to: (i) This Agreement, (ii) Enrollment and/or participation in any educational program offered by Herzing University, including but not limited to, any claims you may pursue related to your academic performance, financial assistance, or physical injury, arising from or relating in any way to your participation or enrollment in any Herzing University program or at any Herzing University facility, or (iii) Claims regarding the applicability of this arbitration clause or the validity of the entire Agreement, shall be resolved exclusively and finally by binding arbitration under the Commercial Dispute Resolution Procedures and the Supplementary Procedures for Consumer-Related Disputes of the American Arbitration Association ("AAA") in effect on the date a demand for arbitration is made, as modified below. A copy of these rules may be obtained from the AAA Website at [www adr org](http://www.adr.org). Unless the AAA is unavailable to administer the arbitration for any reason, or unless the parties agree in writing to conduct the arbitration before another arbitration forum, the AAA shall administer the arbitration. Absent written agreement by both parties, the selection of the arbitrator shall be made by the parties consensually and shall not be made by AAA absent the prior written agreement by both the undersigned student and an authorized representative of Herzing University. For any arbitration initiated by the student, the student shall be responsible for one-half of the initial payment for costs of any arbitrator’s fees or compensation, although the arbitrator may award costs and fees at the conclusion of the arbitration. Notwithstanding the above, Herzing University will consider requests to cover the fees and costs of arbitration if the student makes a written request to Herzing University to pay for these charges. The parties to this Agreement agree to act promptly in the selection of the arbitrator. Any dispute regarding the selection of said arbitrator shall be handled in accordance with the Federal Arbitration Act. Neither party shall have the right to conduct written discovery against the other or conduct depositions against the other or third parties except to the extent specifically authorized by statute under the Federal Arbitration Act. The location of the arbitration proceedings and final hearing shall be conducted at a location to be selected by the arbitrator within the county and state where the student is enrolled for Herzing University coursework (for either in-person classes onsite or online classes) or, if both sides agree, at such other location as may be mutually agreed to by the parties.

Claims made and remedies sought as part of a class action, private attorney general, or other representative action (hereafter all included in the term "class action") are subject to arbitration on an individual basis, not on a class or representative basis. The arbitration will not determine class claims and will not be consolidated with any other arbitration proceedings.

**ARBITRATION WITH RESPECT TO A CLAIM IS BINDING, AND NEITHER YOU NOR WE WILL HAVE THE RIGHT TO LITIGATE THAT CLAIM THROUGH A COURT. IN ARBITRATION, YOU AND WE WILL NOT HAVE THE RIGHTS THAT ARE PROVIDED IN COURT INCLUDING THE RIGHT TO A TRIAL BY JUDGE OR JURY AND THE RIGHT TO PARTICIPATE OR BE REPRESENTED IN PROCEEDINGS BROUGHT BY OTHERS SUCH AS CLASS ACTIONS OR SIMILAR PROCEEDINGS. IN ADDITION, THE RIGHT TO DISCOVERY AND THE RIGHT TO APPEAL ARE ALSO LIMITED OR ELIMINATED BY ARBITRATION. ALL OF THESE RIGHTS ARE WAIVED, AND ALL CLAIMS MUST BE RESOLVED THROUGH ARBITRATION.**

Alternatively, you and we may pursue a Claim within the jurisdiction of any appropriate Small Claims Court in Wisconsin, or the equivalent court in your home jurisdiction (each a "Small Claims Court"), provided that the action remains in that court, is made on behalf of or against you only, and is not made part of a class action, private attorney general action, or other representative or collective action. You and we also agree not to seek to enforce this arbitration provision, or otherwise commence arbitration based on the same claims in any action brought before the Small Claims Court.

This arbitration agreement is made pursuant to a transaction involving interstate commerce and shall be governed by the Federal Arbitration Act, 9 U.S.C. §§ 1-16. Judgment upon any arbitration award may be entered in any court having jurisdiction. In the event that there is a dispute about whether limiting arbitration of the parties’ dispute to non-class proceedings is enforceable under applicable law, then that question shall be resolved by litigation in a court rather than by the arbitrator; and to the extent it is determined that resolution of a Claim shall proceed on a class basis, it shall so proceed in a court of competent jurisdiction rather than in arbitration. This arbitration agreement applies to all Claims now in existence or that may arise in the future. This arbitration agreement survives the termination of this Agreement and the completion of your enrollment, including your payment in full, and your filing of bankruptcy. Nothing in this Agreement shall be construed to prevent any party’s use of (or advancement of any claims, defenses, or offsets in) bankruptcy.
**HOUSING ASSISTANCE**

Although the University does not provide dormitory facilities, the University’s Director of Career Development or other staff will assist non-commuting students with housing problems in finding suitable living accommodations.

**COMMUNITY AFFAIRS**

One of the functions of the University is to promote involvement in community affairs. By being sensitive to community needs, the University is a contributing agency in community improvements. Herzing University emphasizes community service as an institution, encouraging its staff and student body to participate in community activities.

**STUDENT ADVISING**

Students are encouraged to consult the Director of Career Development about matters related to career plans, professional services, and even leisure activities. Students are encouraged to consult first with faculty if they are having problems with coursework and then, if necessary, with the appropriate department head or Academic Dean. Some Herzing University campuses also have a professional counselor on staff that is available daily to assist students who are experiencing difficulty in most aspects of university or personal life. Prior to acceptance to the University, applicants can seek advice through the admissions office. The Student Services Department provides academic advising, as well as life management support, for students taking courses both on ground and online.

**CAREER DEVELOPMENT SERVICES**

From the time a student enrolls at Herzing University, one of the University’s primary goals is to see that the student is successfully employed upon graduation. This can best be achieved if the student takes an active role in his/her employment efforts. In addition, the career development office is committed to supporting students in reaching their employment objectives.

Herzing University students come from multiple states and have widely different career aspirations and goals. Each student is a unique learner and person. While Herzing University provides career development guidance to each student in finding employment in their chosen field, Herzing University does not guarantee employment. Factors unique to each student that can limit employment opportunities include, but are not limited to, the following.

- Conviction of a felony or serious misdemeanor
- Physical condition or health issues that prevent or hinder employment
- Geographic limitations and inability to relocate
- Poor work history
- Poor language skills or communication skills
- Unique personality traits
- History of or contemporary substance abuse
- Personal bankruptcy
- Other issues that raise doubts in the mind of an employer as to the suitability of a student to become an employee
- Failure to meet the admissions standards of other institutions (for bachelor’s or graduate programs)
- Failure to fully investigate and understand the specific licensing or certificate requirements for a chosen profession in a specific state or locale

Herzing University has a long and proud tradition of helping students enter and succeed in their careers. The student’s unique situation may aid or hinder their career.

**Disclaimer**

*Herzing University makes no promises or guarantees of licensing, certification, or employment. Due to unique factors and attributes of each student, it is possible that even after successfully completing a Herzing University program, a student may not find employment. Students should consider their own unique “employability” prior to enrolling in any college or career-preparation program.*

The services of the career development office are also available to presently enrolled students seeking part-time employment through the University’s Job Location and Development Program.

**CRIME AWARENESS**

Herzing University is in compliance with Title II of Public Law 101542, the Crime Awareness and Campus Security Act of 1990. Upon enrollment, students are provided with the University’s policies on crime awareness, prevention, and the reporting of crimes that might be observed. Crime statistics are tabulated and distributed annually to all students. Crime awareness seminars are held periodically.
ANTI-HAZING POLICY

Any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of the University is considered hazing, regardless of the willingness of the participant.

Such prohibited actions, situations, and activities include, but are not limited to, the following:

1. Any brutality of a physical nature such as whipping, beating, branding, or forced calisthenics.
2. Excessive exposure to the elements.
3. Forced or required consumption of food, alcohol, drugs, or other substances.
4. Forced physical activity that could adversely affect the physical health or safety of the student.
5. Forced activity that would subject the student to extreme mental stress such as sleep deprivation.
6. Forced exclusion from social contact.
7. Forced conduct that could result in extreme embarrassment.
8. Any other forced activity that could adversely affect the mental health or dignity of the student.

It can be unlawful under some state laws for any student to engage in what is known as hazing or to aid or abet any other student in the commission of this offense. Any violation could result in civil or criminal penalties that may include the imposition of a fine. Herzing University’s actions against violators can include the imposition of probation, suspension, or dismissal.

DRUG AND ALCOHOL POLICY

Drug-Free Campus Statement

It is Herzing University’s policy to provide a positive environment conducive to learning. To that end, the unlawful possession, use, or distribution of illicit drugs and alcohol on school property or in connection with any school activity is strictly prohibited. Reporting to or remaining at work or school under the influence of or impaired by alcohol or illicit drugs is also prohibited. This prohibition applies to all employees and students. Violation of these provisions by a student may lead to the imposition of disciplinary sanction, up to and including suspension or expulsion. Herzing University employees are also subject to disciplinary sanctions for violation of these provisions occurring on University property or any work site during work time, up to and including termination for employment. Referral for criminal prosecution may occur where appropriate.

Legal Sanctions

Students must be aware that significant criminal penalties exist under state and federal laws for the unlawful possession or distribution of alcohol and illegal drugs.

Legal sanctions under local, state, and federal laws vary by location, but may include:

- Monetary fines
- Jail time
- Suspension, revocation, or denial of a driver’s license
- Property seizure
- Loss of eligibility for federal benefits, including federal financial aid


Students who are concerned about specific circumstances should consult applicable local, state, and federal law and/or seek legal counsel.

Federal Student Aid Penalties for Drug Convictions

A federal or state drug conviction (but not a local or municipal conviction) can disqualify a student from using federal student aid. Only convictions occurring during a period of enrollment in which the student was receiving federal student aid are counted against students for aid eligibility purposes, as indicated on the Free Application for Federal Student Aid (FAFSA).

The following chart indicates the suspension period for related offenses.

<table>
<thead>
<tr>
<th></th>
<th>Possession of Illegal Drugs</th>
<th>Sale of Illegal Drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Offense</td>
<td>1 year from date of conviction</td>
<td>2 years from date of conviction</td>
</tr>
<tr>
<td>2nd Offense</td>
<td>2 years from date of conviction</td>
<td>Indefinite Period</td>
</tr>
</tbody>
</table>
Possession of Illegal Drugs | Sale of Illegal Drugs
--- | ---
3rd + Offense | Indefinite Period | Indefinite Period

A student may regain eligibility prior to the end of the period of ineligibility if he/she successfully completes a qualified drug rehabilitation program that includes passing two unannounced drug tests if he/she passes two unannounced drug tests administered by such a program, or if the conviction is reversed, set aside, or otherwise rendered invalid. A rehabilitation program is considered qualified if it meets at least one of the following criteria:

- It is qualified to receive funds directly or indirectly from a federal, state, or local government program.
- It is qualified to receive payment directly or indirectly from a federally or state-licensed insurance company.
- It is administered or recognized by a federal, state, or local government agency or court.
- It is administered or recognized by a federally or state-licensed hospital, health clinic, or medical doctor.


Health Risks
Various health risks are associated with the use of illicit drugs. Some of the more common risks are cited below and may be found at www.justice.gov/deo/druginfo/factsheets.shtml.

<table>
<thead>
<tr>
<th>Drug</th>
<th>Risk of Physical Dependency</th>
<th>Risk of Psychological Dependency</th>
<th>Health Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narcotics (e.g., heroin, oxycodone, morphine)</td>
<td>High</td>
<td>High</td>
<td>Drowsiness, slow and shallow breathing, confusion, muscle weakness, nausea, convulsions, coma, death</td>
</tr>
<tr>
<td>Stimulants (e.g., crack/cocaine, amphetamines, methamphetamine)</td>
<td>Possible</td>
<td>High</td>
<td>High fever, agitation, panic, headache, dizziness, tremors, convulsions, cardiac arrest, stroke, death</td>
</tr>
<tr>
<td>Depressants (e.g., Valium, Xanax, Rohypnol)</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Loss of motor coordination, weakness, headache, blurred vision, dizziness, nausea, low blood pressure, slow breathing, coma, death</td>
</tr>
<tr>
<td>Hallucinogens (e.g., LSD, MDMA, PCP)</td>
<td>None</td>
<td>Unknown</td>
<td>Seizures, muscle cramps, nausea, liver kidney and cardiovascular failure, coma, death</td>
</tr>
<tr>
<td>Inhalants</td>
<td>Unknown</td>
<td>High</td>
<td>Muscle weakness, disorientation, nausea, nervous system and organ damage, asphyxiation, death</td>
</tr>
<tr>
<td>Marijuana</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Dizziness, nausea, dry mouth, loss of motor coordination, panic attacks</td>
</tr>
</tbody>
</table>

Alcohol
For those students who choose to use alcohol, Herzing University encourages students to drink responsibly and to never drink and drive. Consuming alcohol has many risk factors and can lead to dependency. With excessive use, liver, brain, heart, and stomach damage can occur without apparent warning signs. Alcohol is one of the leading causes of preventable deaths in the United States.

Counseling, Treatment, and Rehabilitation
Drug and alcohol counseling, treatment, and rehabilitation programs for employees and students are available from a variety of community sources. Anyone who recognizes a personal drug or alcohol problem, who is concerned about a student or coworker, or who wishes to know more about drug and alcohol abuse may contact a campus executive officer, the human resources department, or consumerinfo@herzing.edu for more information. Community resources near a student or employee’s respective campus or location may be found by contacting a campus executive officer, the Human Resource Department, or consumerinfo@herzing.edu.

National Resources
Herzing University also encourages anyone dealing with substance abuse issues to contact the following national agencies for guidance and assistance in identifying counseling, treatment, or rehabilitation programs.
Alcohol/Drug Helpline: (800) 821-4357
Substance Abuse and Mental Health Services Administration (SAMHSA) Hotline: (800) 662-HELP
Al-Anon: (888) 425-2666 (local information can be found in your local telephone directory)

Employee Resources
Herzing University provides an employee assistance program (EAP) as a benefit to all employees regardless of if they opt in to other benefits through the University. This service provides referrals and treatment sessions as needed and can connect employees to additional outpatient or inpatient services that could be eligible for coverage through the employee healthcare plan. Information about contacting the EAP can be obtained through the Human Resource Department.

Biennial Review
Herzing University conducts a biennial review of its program to determine the effectiveness of the program and implement changes as needed. This review also ensures that disciplinary sanctions are uniformly enforced.